

# ACADEMIC WRITING FOR PUBLICATION

The Regional English Language Office for Indonesia & Timor L'este

Workshop Materials  
for Trainers Working  
with University  
Scholars





**Regional English Language Office**  
**Embassy of the United States of America**  
**Jakarta, Indonesia**

February 1, 2016

Dear Teachers, Teacher Trainers, and University Scholars,

It has never been more important for scholars to publish internationally, to collaborate in global scientific communities, and to participate in academic conversations that go beyond geopolitical borders. In Indonesia, Timor L'este, and beyond, universities seek to enrich their understandings of science and raise the profile of their institutions through establishing such global ties. Publishing is a means not only to share the results of experimentation but also to create linkages and ultimately further the understanding of scientists in important fields such as forestry, engineering, marine sciences, agriculture, political science, and linguistics. Across the archipelago, universities increasingly emphasize international publishing as part of their accreditation, rankings, and career advancement for lecturers. Writing and publishing scholarly work – and doing so in English – is a critical part of contemporary university life.

This compilation of materials is a reaction to the overwhelming desire of university students, lecturers, professors, and administrators to publish in English across the archipelago. This joint project sponsored by the Regional English Language Office and U.S. Department of State is the concerted effort of specialists in the fields of English language teaching and teacher education from Indonesia, Timor L'este, and the United States. Our desire was to outline key aspects of the writing and publishing process in order to create a series of workshops that could be delivered by writing teachers or trainers to groups of graduate students, lecturers, and other researchers with the intention of equipping writers with information and tools to better their long-term abilities to write. Each workshop was selected by the developers as a key aspect of writing for publication and includes a training outline, sample presentation slides, handouts, and resources. Each workshop can be covered in a two-hour session or expanded to day-long intensive writing clinics. It is the hope of the creators that trainers delivering the content can identify the needs of their audience and address those needs by selecting from the nine topics in the menu. Trainers could potentially use a workshop as a standalone seminar, string several together as a faculty development series, expand the workshops in a semester-long graduate writing course, or organize an intensive university writing clinic over several days. The material presented here should be seen as a starting point for working with scholarly writers. It is up to the trainer to adapt the materials to the needs of a particular audience and setting.

To complement these training materials, the nine workshops have been conducted and recorded at the American Cultural Center in Jakarta, @America. The recordings from September 2015-June, 2016 can be found on the @America website or as a complement to this publication starting July, 2016.

We hope that you enjoy these materials and they prove useful to you in understanding and promoting academic writing and publishing!

Sincerely,

Jennifer L. Uhler  
Regional English Language Officer  
U.S. Embassy Jakarta

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|  |                 |
|--|-----------------|
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# Now or Later?

## Prewriting, Planning, and Achieving Your Writing Goals

## Workshop Plan

**Title** Now or Later: Prewriting, Planning, and Achieving Your Writing Goals

**Contributors** *Ingrid Naumann, Arny Purba, Joanie Andruss, and Elvis Fernandes Brites da Cruz*

**Goals** Participants will be able to

- Understand the writing process
- Practice a variety of prewriting techniques
- Break large writing projects into manageable pieces based on the writing process
- Apply backward planning to reach a goal
- Create a plan to achieve one personal writing goal.
- Recognize own writing approach, style, and need for external accountability measures.

### Materials

- Projector for PowerPoint (if in a low-tech environment, copy slides onto posters)
- Index cards for “Entry ticket” activity: one for each participant
- Sample writing assignment: one for each group of 3-4 participants. See plan for suggestions.
- Authentic Writing Assignment. See plan for suggestions.
- Handout: Four Types of Writers. Cut apart and make one set for each group.
- Handout: Backward-Planning. Two for each participant
- Large chart paper
- Markers

### Before the Workshop

- Get an estimate for the number of participants
- Prepare presentation (adapt Powerpoint slides or make posters)
- Create sample assignment for prewriting activity (see suggestions in plan below)
- Select an authentic writing assignment for backwards-planning activity. This could be a scholarship application, thesis guidelines, or academic journal call for papers, depending on audience.
- Make copies of handouts: Four Types of Writer, Backward-Planning

### Activities

#### Introduction and Welcome

Entry Ticket: ask participants to write on the index card a project, goal, or task that they have for their writing.

Examples:

- ❖ I want to apply for a Fulbright Scholarship.
- ❖ I need to write a thesis proposal.
- ❖ I need to write a dossier/report.

- ❖ I need to write a personal statement.
- ❖ I want to write a publication in English.

Ask participants to share hopes and expectations for the workshop. Participants share their purpose or motivation for attending the workshop and one thing they hope to learn, achieve, leave with, etc.

### **Writing Process Overview**

Provide overview of writing process by going over the graphic on the Powerpoint slide. Highlight the importance of prewriting in relation to other parts of writing.

#### ***Pre-Writing***

Give an overview of the techniques and then present each one

- ❖ Brainstorming and idea sharing
- ❖ Mind mapping and clustering
- ❖ Outline

#### ***Pre-Writing Activity***

Break participants into groups. Each group is given a sample writing assignment.

Writing assignment sample/examples:

- ❖ Write a five paragraph essay describing your favorite city.
- ❖ Your boss requested a ten page report on the use of cellphones in the classroom.
- ❖ Or select something else related to your context and audience.

Different groups apply different prewriting techniques and then compare the results.

Discuss: Which one speaks to you?

### **Time Management**

Procrastination: introduce the concept.

#### ***Overcoming Procrastination Activity***

- ❖ Organize participants into at least three groups. Give them pieces of paper or large chart paper, if available.
- ❖ Ask them to draw a picture or symbol that represents procrastination. No words. One member from each group briefly shares with the rest of the participants.
- ❖ On a new piece of paper, ask participants to write their own ideas, tips, or techniques for overcoming procrastination when writing.
- ❖ Next, each group walks clockwise to the next chart paper. Groups read the tips, and each member draws stars next to the tips they find most helpful.

- ❖ Facilitate a group discussion that highlights the tips and techniques that received the most stars. Ask participants who wrote a given tip how they use it, and ask other members why they thought it was a good or effective technique for overcoming procrastination.

### ***What Kind of Writer are You? Activity***

Describe steps for breaking down a task

- ❖ Identify writing goal
- ❖ Write down deadline/due date
- ❖ Brainstorm all steps needed to complete the activity through chunking
- ❖ Working backwards from the deadline, set dates for each task.
- ❖ Put more tasks at the beginning

Give each group a set of Writer Types. Ask them to try to match each type to the correct description. Show the next slide and compare answers. In groups, participants discuss what type of writer they think they are and how planning fits with each type.

### **Backward Planning**

Introduce steps to backward planning. Discuss how to ‘chunk’ a writing task by returning to the idea of the writing process (Prewriting, drafting, editing, revising, publishing or submitting.)

### ***Backward Planning Activity***

- ❖ Provide a writing task scenario and use the backwards planning handout to ‘chunk’ tasks into more manageable pieces. Use the Backward-Planning Worksheet.
- ❖ When participants finish, facilitate brief discussion. Highlight ways to personalize plans, based on writer types.

### **Application**

Have participants make a plan based on one of their own writing goals.

Have participants consider their own goals, chunk them into manageable tasks, and create due dates for each of the tasks. Use the Backward-Planning Worksheet.

Have participants add an accountability section to the plan. Ask them what they will do to ensure that they stick to their plans and achieve their writing goal.

## **Closing and Exit Ticket**

Ask participants to return to the index card on which they wrote their goals for this workshop. On the back of the card, ask the participants to write “*One action you will do after leaving this workshop. What is one thing that was useful to you? How will you apply it?*”

## **Workshop Options**

### ***Expand***

Break this workshop into two different sessions. Focus the first workshop on Planning and Prewriting, and the second on Time Management. With two workshops, participants will have more time to explore prewriting techniques, practice backward planning, discuss concepts, and ask questions.

### ***Condense***

This workshop can be shortened by omitting and adjusting certain activities. The “Prewriting Activity” can be completed as one large group experimenting with one group-selected prewriting technique, rather than many small groups doing a comparative exercise with prewriting techniques. Participants can skip the practice Backward-Planning activity, and instead apply backward planning to only their own writing goal. Or, backward planning for their own goal can be started in the workshop, but finished after the workshop concludes.

### **Resources for Further Reading**

‘Before You Start Writing That Paper...A Guide to Prewriting Techniques’

<http://slc.berkeley.edu/you-start-writing-paper-guide-prewriting-techniques-0> from the Berkely Student Learning Center. Explains several prewriting techniques and provides a list of links for further reading.

‘Managing Your Time’ <http://www.dartmouth.edu/~acskills/success/time.html> from Dartmouth’s Academic Skills Center. This website features handouts to help with planning, videos on time management, and additional resources for overcoming procrastination and writer’s block.

‘Types of Writers’ <https://www.nottingham.ac.uk/studyingeffectively/studying/writer/types.aspx> from Nottingham University. Features videos and descriptions of different types of writers.

# Backwards Planning: Start with the End!

Steps in Backward Planning:

- Identify writing goal
  - Write down deadline/due date
  - Brainstorm all steps needed to complete the activity through chunking
  - Put more tasks at the beginning
  - Plot out steps backwards on the calendar
- 



Goal:

Final Deadline:

Brainstorm the Steps Needed:

Complete Timeline Below:

| Writing Stage | Steps: What activities will you complete? | Date |
|---------------|---|------|
| Prewriting    |   |      |
|               |   |      |
| Drafting      |   |      |
|               |   |      |
| Revising      |   |      |
|               |   |      |
| Drafting      |   |      |
|               |   |      |
| Final Draft   |   |      |



[illegible]

# Diver

This type of writer starts writing early in the process and figures out what he or she wants to say as they write. This type of writer starts anywhere and often without a plan.

# Patchwork

This type of writer works in sections at the beginning of the writing process. They link these sections or ideas later on.

# Grand Plan

This type of writer reads, makes notes, and pictures their essay in their head before making a plan or writing anything.

# Architect

This type of writer thinks about the structure, sometimes even before the content. They might create a detailed plan or diagram early in the writing process.

# ENGLISH LANGUAGE PROGRAMS

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## Now or Later: Prewriting, Planning, and Achieving Your Writing Goals



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Bureau of Educational and Cultural Affairs  
Office of English Language Programs



## Welcome

What are your hopes and expectations for this workshop?

Identify one writing goal.

- Project
- Assignment
- Task

|   |
|---|
|   |
|   |
| <i>I hope to ...</i>                              |
| <i>Get started on my scholarship application.</i> |
|   |
| <i>My goal is to ...</i>                          |
| <i>Complete a scholarship application before</i>  |
| <i>the deadline.</i>                              |
|   |

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## **F** Overview: The Writing Process

- There is no “right” way to write.
- Use a general or detailed process.
- We often forget the importance of pre-writing and post-writing activities.



Image:

[https://upload.wikimedia.org/wikipedia/commons/thumb/0/03/Writing\\_Process\\_Flow\\_Chart.gif/584px-Writing\\_Process\\_Flow\\_Chart.gif](https://upload.wikimedia.org/wikipedia/commons/thumb/0/03/Writing_Process_Flow_Chart.gif/584px-Writing_Process_Flow_Chart.gif)

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“GOOD WRITING IS  
CLEAR THINKING  
made VISIBLE.”

-BILL WHEELER



## The Prewriting Process

- Plan
  - Consider deadlines and timing
  - Examine the requirements and necessary steps
- Set goals
  - Carefully select your topic or consider your writing prompt
  - Determine your purpose and audience
- Organize
  - Gather information about your topic
  - Categorize, file, or logically order your information
  - Make a “road map” for the writing

What  
do I do  
**BEFORE**  
I begin  
writing?



## You're Halfway Done

- Prewriting can often be half (or more) of the writing process.
- Be ACTIVE in the prewriting stage!

outline  
research  
identify  
gather determine  
know select title  
locate confer  
**engage**  
explore narrow





## Active Ways to Prewrite

- Brainstorming and Idea Sharing
  - Share ideas openly and freely
  - Collect all ideas without judgement
- Clustering, Webbing and Mindmapping
  - Categorize and group ideas together
  - Examine relationships between ideas
- Outlining and Organizing
  - Plan for the structure and order of your writing
  - Formal and informal methods

What else  
have YOU  
tried?



## Brainstorming and Idea Sharing

- Brainstorming
  - Every idea counts!
  - Individually or with a group
- Idea Sharing
  - FIRST, brainstorm individually
  - THEN, bring your best ideas to the group



Image:

<https://www.flickr.com/photos/jakecaptive/49915119>

## Mind mapping

- A visual schematic
- Thinking exercise
- Aids memory
- Develops reasoning



Image:

<https://upload.wikimedia.org/wikipedia/commons/thumb/6/66/MindMapGuidelines.svg/2000px-MindMapGuidelines.svg.png>

## Clustering and Webbing

- Informal or formal
- Free-form or formulaic
- Group, categorize, relate



Images:

[https://upload.wikimedia.org/wikipedia/en/2/2d/Hierarchical\\_clustering.png](https://upload.wikimedia.org/wikipedia/en/2/2d/Hierarchical_clustering.png)  
[https://www.flickr.com/photos/jeanlouis\\_zimmermann/3041505235](https://www.flickr.com/photos/jeanlouis_zimmermann/3041505235)

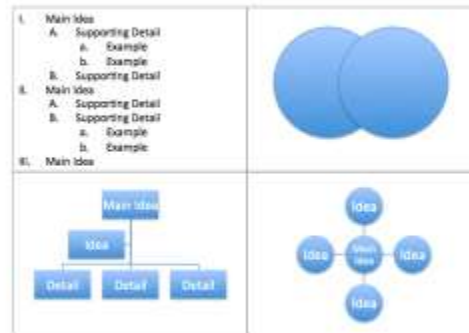


# Organizing

- Physical organization
  - filing and sorting
  - transcribing
  - storage and access

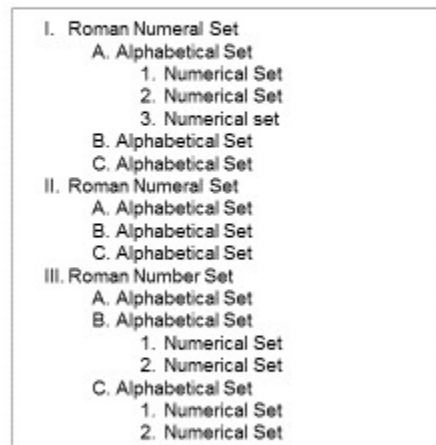
- Pre-writing organization
  - Order:
    - Logical
    - Chronological
    - Spatial

- Structure:
  - All elements should



# Formal Outlines

- Hierarchical - Every subset must have two points or more
- Helps to identify structural weaknesses and imbalances
- Best for content that aims to be mutually exclusive and collectively exhaustive (MECE)





## Informal Outlines

- Free-form and creative
- Use imagery to spur thinking
- Challenge your thinking about structure
  - Do all the points support the thesis?
  - Does the argument progress or does it stall?
  - Is there sufficient details or support for all the points?

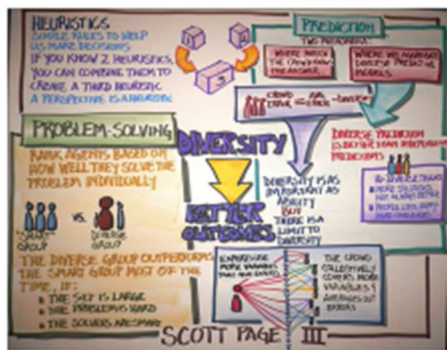


Image:

<https://www.flickr.com/photos/jurvetson/49191352>



## Application

**WRITING PROMPT:** Compose a short essay about your favorite city.

- Work in small groups.
- Each group will be assigned one pre-writing technique.
- In your group ...
  - Choose your favorite city
  - Use the prewriting technique assigned to your group
- Share and compare your pre-writing artifact with the large group

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"THE WAY TO GET GOOD  
IDEAS IS TO GET LOTS OF  
IDEAS AND THROW THE  
BAD ONES AWAY."

-LINUS PAULING,  
NOBEL PRIZE WINNER

"PROCRASTINATION IS THE  
THIEF OF TIME."

-EDWARD YOUNG



## Time Management and Procrastination

**Procrastination:** Engaging in a task of lower importance in order to avoid doing a task of higher importance.

Procrastinators focus on unimportant tasks to avoid bigger and more challenging tasks. Procrastination does NOT mean you are lazy, you just need tips and techniques to overcome it!



## Time Management and Procrastination

### In a group:

Draw a picture or symbol that represents procrastination. Don't use any words!

On a new piece of paper, list tips or strategies you use to overcome procrastination when writing.

Switch groups, read their tips, and put a star next to tips or strategies you think are helpful.





## Additional Tips for Overcoming Procrastination

- Set time each day or week to work on your writing, even if it is just 20 minutes!
- Remind yourself of your goals.
- Don't compare yourself to others.
- Reward yourself for completing work.
- **Break big tasks into smaller pieces and focus on one small task at a time.**



## Steps for Breaking It Down

Identify your writing goal and then plan the actions that will help you achieve your goal.

Steps:

- Identify writing goal
- Write down deadline/due date
- Brainstorm all steps needed to complete the activity through chunking
- Work backwards from the deadline and set due dates for each task
- Put more tasks at the beginning

**WAIT!**  
What if this isn't how I approach writing?





## What Kind of Writer Are You?

In "Writing at University" Phyllis Crème and Mary Lea describe four different writer types: the Diver, the Patchwork Writer, the Grand Plan Writer and the Architect Writer.

Crème, Phyllis and Lea, Mary (1997). *Writing at University: A guide for students*. Maidenhead, UK: Open University Press.

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## What Kind of Writer Are You?

### Diver

Starts writing early in the process and figures out what he or she wants to say as they write. This type of writer starts anywhere and often without a plan.

### Patchwork

Works in sections at the beginning of the writing process. They link these sections or ideas later on.

### Grand Plan

Reads, makes notes, and pictures their essay in their head before making a plan or writing anything.

### Architect

Thinks about the structure, sometimes even before the content. They might create a detailed plan or diagram early in the writing process.

**Discuss: What kind of writer are you? Are you like two or more of these writers? How might backward planning fit with each type of writer?**

Crème, Phyllis and Lea, Mary (1997). *Writing at University: A guide for students*. Maidenhead, UK: Open University Press.

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## Backward Planning Practice

*AN EXAMPLE: The scholarship program deadline is approaching and your goal is to complete the personal essay.*

- You need to decide what steps are necessary to complete the essay for the application. Refer to the application materials to determine the essay requirements.
- You must decide how to chunk this large task into smaller, more manageable tasks.
- Working backwards from the deadline, create due dates for each of the smaller tasks.



## Backward Planning Practice

*AN EXAMPLE: The scholarship program deadline is approaching and your goal is to complete the personal essay.*

In small groups or pairs, complete the following steps:

- Identify writing goal
- Write down deadline/due date
- Brainstorm all steps needed to complete the activity through chunking
- Work backwards from the deadline and set due dates for each task.
- Put more tasks at the beginning







## Planning to Write: Tips & Tricks

- Keep a log - Put writing activity into a calendar/diary/book/journal
- Reward yourself - After achieving a small goal, buy yourself a cup of coffee!
- Make it fun - Turn on music, choose a quiet, enjoyable location, combine with hobby
- Create an idea book - Carry a small notebook or start a memo in your phone!
- Pretend you are writing to friend or family member. You can revise later to make it more academic.
- Practice - Write every day and share it with others.
- Peer review - Use one another to stay accountable

What do  
**YOU**  
find helpful?

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## Personalize the Plan

Steps:

- Identify writing goal
- Write down deadline
- Brainstorm all steps needed to complete the activity through chunking
- Work backwards from the deadline and set due dates for each task
- Put more tasks at the beginning

Personal considerations:

- What kind of writer are you?
- Chunking: What is realistic for you?  
What is a manageable 'chunk' of work?
- What will you do to ensure that you stick to your plan?
- How will you be accountable to your deadlines?

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## Application: Your Plan

Consider your own writing goal.

Steps:

- Identify writing goal
- Write down deadline
- Brainstorm all steps needed to complete the activity through chunking
- Work backwards from the deadline and dates for each task.
- Put more tasks at the beginning

Personal considerations:

- What kind of writer are you?
- Chunking: What is realistic for you? What is a manageable 'chunk' of work?
- What will you do to ensure that you stick to your plan?
- List how you will be accountable to your deadlines.

|   |
|---|
| I hope to ...   |
| Get started on my scholarship application.              |
| My goal is to ...                                       |
| Complete a scholarship application before the deadline. |



## Closing

Did the workshop fulfill your hopes and expectations?

Did you make steps toward your goal? Do you know how to move toward the goal?

|   |
|---|
| I hope to ...   |
| Get started on my scholarship application.              |
| My goal is to ...                                       |
| Complete a scholarship application before the deadline. |







## Closing

On the back of your card ...

- Name one action you will do after leaving this workshop.
- What is one thing that was useful to you?  
How will you apply it?

|  |
|--|
|  |
|  |
| <i>After this workshop, I will ...</i>                   |
| <i>Begin organizing my research notes and resources.</i> |
|  |
| <i>One thing that was useful to me, was ...</i>          |
| <i>Learning about mind-mapping.</i>                      |
|  |
|  |



## Painless Personal Statements

## Workshop Plan

**Title** Painless Personal Statements

*Contributors: Ashley Valentini, I Nyoman Gede Putrawan, Sheridan Honore, Mandra Saragih*

**Goals** Participants will be able to

- Understand the purpose of a personal statement
- Understand the process of creating a personal statement
- Use a formula of opening, middle, and closing to write a personal statement
- Know how to tailor the formula to meet their own needs

### Materials

- Projector for PowerPoint (if in a low-tech environment, copy slides onto posters)
- Personal Statement Identification handout: one for each participant
- Personal Statement Identification Activity handout: one for each participant

### Before the Workshop

- Get an estimate for the number of participants
- Prepare presentation (adapt Powerpoint slides)
- Adapt handouts as appropriate to your context and make copies

### Activities

- Give the goal of the workshop
- Using the Powerpoint presentation, go over the names, definitions, and uses of personal statements
  - Ask participants if anyone has written a personal statement before.
  - If so, what was it for and how was the experience?
- Emphasize the balance of creativity, voice, and formula in personal statements
- Introduce the Sandwich Model
  - A sandwich is always two pieces of bread with “something in the middle”
  - In a personal statement, the bread, for the most part, will be the same.
  - To start, use an attention grabber and a road map
    - Why you are interested in this program/position
    - Why you are the best candidate for this program/position
    - How you match with the program/position being offered

- Write an example opener for why you want to be in this workshop
- Go over road map sentences

Have participants work in groups to answer the following prompt  
(suggested timing: 10 minutes to work and 10 minutes to share and discuss)

**In no more than one sentence, please explain why you are applying for this workshop: Painless Personal Statements**

- The bottom piece of bread is the closer. Show examples from the slide

Pause for any questions before delving into the next activity.

- Have the groups do the worksheet on openers, prompts, and closers.  
(suggested timing: 25 minutes for activity including post-worksheet discussion)
- After completing the identification activity participants will individually draft a complete personal statement using the prompt from the worksheet. Participants may also use the sentence structure and ideas from the Opening and Closing sentences (bread) but they must draft their own meat. (25 minutes)
- After the participants draft a personal statement, allow them to pair off and peer edit their statements. Facilitator may also provide feedback for specific questions. (20 min)

## Variation

Before the workshop, contact the participants to request they bring a copy of the personal statement question they are being asked to answer. Refer to their examples during the presentation and have them draft their statements in response to the prompts they brought.

## Further Resources

“Writing the Personal Statement” <https://owl.english.purdue.edu/owl/resource/642/01/> from the Purdue Online Writing Lab has a comprehensive list of tips and guidelines.

“Preparing Personal Statements for Graduate School and Professional Programs” <https://careercenter.depaul.edu/documents/Preparing%20Personal%20Statements%205-31-12.pdf> from the Career Center at DePaul University. This 12-page booklet gives advice, examples, and preparation worksheets.

## **Personal Statement Identification Worksheet**

In 250 words or less, please explain why you are registering for the Painless Personal Statements workshop.

I want to take the Painless Personal Statement workshop because the presenter is an English language fellow and it is being held in Bali.

Thank you for letting me take this workshop.

I am applying to the Painless Personal Statement workshop because it will allow me to master a new style of writing and expand my professional network.

I think the Painless Personal Statement workshop will be good.

If given the opportunity to join this workshop, I am confident that I will be a positive contribution to the sharing of knowledge.

I want to go to the workshop because there will be food and I want another certificate.

I am applying for the Painless Personal Statement Workshop because I want to expand my writing expertise in this specific style for my professional development and the development of my students and colleagues.

I am extremely interested in attending the Painless Personal Statement workshop for my personal and professional growth.

I am confident my participation will positively contribute to the group dynamic.

This is why I want to go to the workshop.

I really like attending workshops with English Language Fellows.

If given the opportunity to attend, I am confident that I will be a good match for this topic.

I am applying to the workshop because I would like to increase my professional knowledge and strengthen my professional network.

## **Personal Statement Identification Activity**

### **Identification and Analysis Questions**

Directions: Please Answer these Questions in your Groups

1. Please circle the prompt. What is the maximum word count?
2. Please label the opening sentences (the top piece of bread) with an O.
3. Please label the closing sentences (the bottom piece of bread) with a C.
4. Please number the O sentences from strongest to weakest. 1 being strongest
5. Please number the C sentences from strongest to weakest. 1 being strongest



U.S. DEPARTMENT OF STATE

## **PAINLESS PERSONAL STATEMENTS**

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### **Workshop Goal**

Participants will learn a formula for crafting a personal statement and will be able to tailor this formula to meet their specific needs

---

What is a  
Personal  
Statement??

A Mission  
Statement

A Statement of  
Purpose

## Definition

**A personal statement is a small text (usually 250-500 words) that is part of a longer application process. This statement explains why you are applying for *something***



## Definition

**A personal statement is a small text (usually 250-500 words) that is part of a longer application process. This statement explains why you are applying for *something***

## What is the *Something*?

- College/University
- Certificate programs
- Scholarships
- Fellowships
- Graduate degree programs
- Workshops
- Missions related to your field

## SAMPLE PROMPTS

- In 250 words or less, please explain why you are applying for this program.
- In no more that 500 words, please explain why you are applying for this mission.

Formula

&

Creativity

## Show & Tell

Show the reader who  
you are - YOUR  
VOICE

Tell the reader why  
you are the perfect  
applicant

A Sandwich! Yes, a sandwich. A sandwich is always two pieces of bread with “something in the middle” How many ingredients are in this sandwich?

That right 3.... I think it is best to work in threes. It makes things more interesting. A personal statement with one reason to support your application is kind of like a boring cheese sandwich. The bread, for the most part, will always be the same... But the meat, the inside of the sandwich, this is where you can be creative.

**Insert picture of  
sandwich**

## Grabber & Road Map

Reason 1

Reason 2

Reason 3

Conclusion


---

Why are you interested in this  
program/position?

Why are you the best candidate for  
this program/position?

How will you match with the  
program/position being offered?


---



This is my ticket to Harvard.

I love Boston. I love my job. So  
why am I applying for this  
fellowship?

---



Ok, So let's imagine we are writing a  
'grabber' for this workshop.

Help! I can not write a  
personal statement to  
save my life!!

---

## **Stock Phrases for Road Map Sentence**

**I am interested in attending...**

**I would like to join the...**

**It is with great interest that I am  
applying for....**

**In small groups craft a response to  
this prompt:**

**In no more than one sentence,  
please explain why you are  
applying for this workshop:  
Painless Personal Statements**



It is with great interest that I am applying for the Painless Personal Statements Workshop because \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

I have chosen to apply for the Painless Personal Statements Workshop because it will allow me to \_\_\_\_\_ and \_\_\_\_\_.

## Sandwich your Ideas

Why are you interested in this program/position?

Why are you the best candidate for this program/position?

How will you match with the program/position being offered?

The first reason  
My main reason  
To start  
First of all  
To begin with  
On top of that

Another reason  
Additionally  
Beyond that  
Also

Finally      My ultimate goal      Lastly

---

Wrap up your Statement with a Conclusion Sentence

---



## Stock Phrases for Conclusion

**I am confident that my skills and expertise match those of the ideal candidate for this position.**

**For all of these reasons, I am sure I will be an excellent fit in this educational community.**

**I am looking forward to expanding my knowledge in this academic setting.**

---

## Grabber & Road Map

Reason 1

Reason 2

Reason 3

Conclusion

---



## Let's Review the Formula

- Sandwich your Ideas
  - Sell Yourself
  - Strong Grabber Sentence
  - Roadmap for the Narrative (2 or 3 reasons)
  - Sequence and Link your Ideas
  - Wrap up Conclusion Sentence
-

# Making Your Research Publishable

## Workshop Plan

**Title** Making your Research Publishable

*Contributors: Fabio de Oliveira Coelho, Sri Wahyuni, Marcela Angel, and Ni Wayan Mira Susanti*

**Goals:** By the end of this workshop, participants will be able to

- perform a comparative analysis of two journal articles (e.g.: compare local and national accredited journals or proceedings and journal article)
- identify the organizational, analytical, and linguistic differences between the two articles
- produce a checklist to guide the production of a research paper for publication in an accredited journal
- apply the checklist to produce an article of their own (maybe in subsequent workshops)

### Materials:

- Two sample articles (one from the participant or the proceedings from a conference, the other from a target journal).
- Article cut up into sections (1 copy per group)
- Projector (if in a low tech environment, copy slides onto posters)
- Poster paper (variation: butcher paper)
- Tape and markers
- Templates (one paper section and one checklist per group) - see presentation titled “Templates”

### Before the workshop:

**Note:** as facilitators should tailor the workshop to their audience, finding and preparing the articles will be an important part of the preparation for the workshop.

- Prepare room and materials
- Know number of participants
- Prepare presentation (adapt slides or make posters)
- Make copies of sample articles (if participants are not bringing their own)
- Make copies of table templates (slide set)
- Make sure tables or chairs can be moved to form groups

### Activities

#### Opening

**Introductions and Ice Breaker** 10 minutes

Facilitator introduces topic and makes participants more comfortable by using a warm-up activity (see slide 2). Groups will be given an article cut up into sections to arrange in the order they consider should go. They will also receive a piece of poster paper to write down the elements of a particular section. We will discuss the answers of each group as a whole class.

**Goals and Objectives** 2 minutes

Facilitator and participants go over what will be covered during workshop ( slides 3 and 4).

#### Comparative Analysis of Articles

**Sample Activity** 3 minutes

Facilitator models task and provides example of what participants will do by analyzing the abstracts of sample articles, comparing an abstract from a proceedings paper to one from a journal article. (slides 5 to 12)

**Small group work** 30 minutes

In small groups, participants compare their assigned section (introduction, methods, etc) in both articles and highlight differences in organization and paragraph development, language, background and references, and depth of thesis. Then group members create a checklist of descriptors for the particular section they analyzed (slides 13 to 16).

**Large group work** 30 minutes

Now as a large group, each small group reports on their comparison findings, share differences and similarities, and share checklist they created for the section they compared and analyzed.

**Final Checklist production** 20 minutes

Still as a big group, participants combine rubrics to make a complete checklist of descriptors for an academic paper (if appropriate)

**Responding to calls for papers** 15 minutes

Participants familiarize themselves with a standard call for papers focusing on its elements and deadlines (slides 17 to 19).

**Conclusion/ Questions/ Evaluation** 10 minutes

Presenters quickly review main topics. Participants ask questions and assess session.

## Notes

- Make sure to use an article from your target publication as the one to guide the reflection and the creation of the checklist. For instance, your participants may want to publish an article in an accredited national journal or in an accredited international journal. In this case, your target article will change depending on their objective. For example, for English language teachers, using examples from TEFLIN conference proceedings and the TEFLIN journal for comparison would be appropriate.
  - We have included a set of suggested templates for comparing article sections and producing checklists. These documents could be provided to participants to make the comparative analysis easier.
  - If workshop participants do not have an article they have written or published to bring and compare, they can also use any available data they have collected. In this case, it is advisable that you add a new step consisting of data analysis and interpretation (or refer to previous workshop on data analysis). The following step could then be either a comparative analysis of two articles or simply an analysis of the target publication article. In this format, the focus would be turning data into publishable material.
  - After the workshop is done and the checklist is completed, participants could be assigned to start writing their articles at home. If possible, they could also participate in subsequent workshops designed to help them revise and improve each section.
  - Workshop can be broken down into mini-sessions, each focusing on one paper section.
  - Even though we have added a slide to go over submission guidelines at the end of this workshop, the facilitator may also consider holding a different workshop on “Understanding Submission Guidelines and Responding to Calls for Papers”. This would make it possible to add more detail and additional practice to the presentation.
- Submission Guidelines for English Language Teaching journals:

Asia TEFL <http://www.asiatefl.org/main/main.php?main=6&sub=1>

Asian EFL Journal <http://asian-efl-journal.com/guidelines/>

English Teaching Forum <http://americanenglish.state.gov/submission-guidelines>

TESOL Quarterly [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1545-7249/homepage/ForAuthors.html](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1545-7249/homepage/ForAuthors.html)

TESOL Journal [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1949-3533/homepage/ForAuthors.html](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1949-3533/homepage/ForAuthors.html)

## Suggested templates for comparing article sections and producing checklists

### Introduction

| Question(s)  | Proceedings paper | Journal paper |
|--|-------------------|---------------|
| How is the introduction organized? What is each paragraph about?       |                   |               |
| What verb tenses are mostly used in each paragraph? Why?               |                   |               |
| What reporting verbs are used in the introduction? When are they used? |                   |               |
| Are citations used? If so, how are they included?                      |                   |               |
| Comments   |                   |               |

## Methods

| Question(s)   | Proceedings paper | Journal paper |
|---|-------------------|---------------|
| How is the Methods section organized? What is each paragraph about? |                   |               |
| What verb tenses are mostly used in each paragraph? Why?            |                   |               |
| What reporting verbs are used in this section? When are they used?  |                   |               |
| Are citations used? If so, how are they included?                   |                   |               |
| Comments  |                   |               |



## Results/Findings

| Question(s)  | Proceedings paper | Journal paper |
|--|-------------------|---------------|
| How is this section organized?<br>What is each paragraph about?        |                   |               |
| What verb tenses are mostly used in each paragraph?<br>Why?            |                   |               |
| What reporting verbs are used in this section?<br>When are they used?  |                   |               |
| Are citations used? Are tables, graphs, or anecdotes included?<br>How? |                   |               |
| Comments   |                   |               |

## Discussion

| Question(s)  | Proceedings paper | Journal paper |
|--|-------------------|---------------|
| How is this section organized? What is each paragraph about?       |                   |               |
| What verb tenses are mostly used in each paragraph? Why?           |                   |               |
| What reporting verbs are used in this section? When are they used? |                   |               |
| Are citations used? Are there recommendations in this section?     |                   |               |
| Comments   |                   |               |

### Checklist

| Paper Section: _____ |           |
|----------------------|-----------|
| Descriptor           | Checkmark |
|                      |           |
|                      |           |
|                      |           |
|                      |           |
|                      |           |
|                      |           |
|                      |           |
|                      |           |
|                      |           |
|                      |           |

# Making Your Research Publishable

Fabio Coelho & Marcela Angel  
English Language Fellow Program - Indonesia

## Warm Up Activity

### Work in small groups

- Each group is given a different section of an article
- Groups will work together to arrange the sections in the order in which they should appear in the article
- Each group will then focus on a particular section, trying to identify its main elements
- When ready, each group will fill out a piece of poster paper with a brief list of what their section contains
- The class will briefly discuss the ideas on the posters

## Goals of this workshop

By the end of this workshop, participants will be able to

- perform a comparative analysis of two journal articles (e.g.: compare local and national accredited journals)
- identify the organizational, analytical, and linguistic differences between the two articles
- produce a checklist to guide the production of a research paper for publication in an accredited journal
- apply the checklist to produce an article of their own (maybe in subsequent workshops or individually)

## Rationale

- Use existing research or papers (e.g.: from proceedings)
- Produce guidelines for accredited journal publishing organized as a checklist
- Transform research and/or paper into publishable material

## Comparative Analysis of Articles (1)

This is how we will work:

- Small groups
- Materials
  - Participant's article (at least one per group)
    - Article published in a local institutional journal, or
    - Article published in the proceedings of a conference
  - Target publication article
    - Article from an accredited national journal, or
    - Article from an accredited international journal
- Guiding questions

## Comparative Analysis of Articles (2)

- We will be comparing two different articles and analyzing its similarities/differences.
  - Observe the organization of the paragraphs, language, use of references, etc.
  - Follow the example of a comparison modeled by the presenter.

## Example – Comparing Abstracts (1)

### Abstracts

How similar/different are the two abstracts in terms of:

- Organization and paragraph development (flow, coherence, etc)
- Language (verbs, sentence structure, etc)
- Background and references (number and types of citations, etc)

## Example – Comparing Abstracts (2)

### Read Abstract 1 (from proceedings article)

**Abstract:** The students will study more effectively when they know what they are doing in their writing subject. They expect feedback about the score they have gained they have received, for their achievement, and suggestions for how they can improve their language. Teachers are often suggested giving learners the opportunity to self-correct or invite other students to correct their work. However, a number of problems with learner self-correction will arise such as learners typically prefer the teacher doing/correcting their works or students can only correct their own works is they have the necessary linguistic knowledge. Therefore, we have clear grounds to motivate self-correction. The teachers can offer another alternative that is peer-correction, when that fails. The presentation will start discussing about the concepts of assessment including oral and written corrective feedback. Next, the step and the task will be elaborated. This paper is designed to give description on how learners can improve their linguistic accuracy.

**Keyword :** *writing, assessment, corrective feedback*

From CORRECTIVE FEEDBACK IN WRITING CLASS by Ni Luh Nyoman Seri Malini and Ni Luh Ketut Mas Indrawati, Udayana University; published in at The 61 TEFLIN International Conference, UNS Solo 2014

## Example – Comparing Abstracts (3)

### Read Abstract 2 (from journal article)

**Abstract:** This article reports a study on teachers' use of interaction strategies in English Language Teaching (ELT) in lower secondary level of education. The study involved eighteen teachers from Lower Secondary Schools in Malang, East Java. Classroom observation was selected as a method in this study by utilizing Self Evaluation Teacher Talk (SETT) as the instrument. SETT, developed by Walsh (2006), was adopted as the observation protocol as it characterises teacher-student interaction. Thirty lessons taught by 18 teachers were observed. The findings revealed that much of the teacher-student interaction in Lower Secondary Schools centred on the material mode, skill and system mode. The most frequent strategies were initiation response feedback (IRF) patterns, display questions, teacher echo, and extended teacher turns, while students' extended turns were rare. It is argued that in order to improve the Indonesian ELT, there is a need to provide an alternative to ELT classroom interaction. The article concludes by highlighting the importance of adopting some classroom interaction strategies that are more facilitative to students' oral communicative competence.

**Keywords:** classroom interaction, teacher-student interaction, interaction strategies, ELT in Lower Secondary School level in Indonesia, classroom observation studies.

From CLASSROOM INTERACTION STRATEGIES EMPLOYED BY ENGLISH TEACHERS AT LOWER SECONDARY SCHOOLS by Nunung Suryati, Universitas Negeri Malang; published in TEFLIN Journal, Volume 26, Number 2, July 2015

## Example – Comparing Abstracts (4)

| Question(s)  | Proceedings paper | Journal paper |
|--|-------------------|---------------|
| How is the abstract organized (paragraph development, flow)? |                   |               |
| What verb tenses are mostly used? Why?                       |                   |               |
| What reporting verbs are used?                               |                   |               |
| Are citations used? If so, how are they included?            |                   |               |
| Comments   |                   |               |



## Example – Comparing Abstracts (5)

### Sample answers

| Question(s)  | Proceedings paper  | Journal paper  |
|--|--|--|
| How is the abstract organized (paragraph development, flow)? | Single paragraph containing:<br>1- general statements about need for writing feedback<br>2- statements about problems with learner self-correction<br>3- presentation of study<br>4- description of objectives | Single paragraph containing:<br>1- description of objectives<br>2- description of study<br>3- overview of results<br>4- summary of discussion<br>5- summary of conclusions |
| What verb tenses are mostly used? Why?                       | <b>present and future</b> - used for making general statements<br><b>present and future</b> - when presenting study and objectives   | <b>present</b> - when describing scope and purpose of paper<br><b>past</b> - when referring to how study was conducted   |
| What reporting verbs are used?                               | suggest, discuss   | report, involve, select, adopt, review, argue, conclude  |
| Are citations used? If so, how are they included?            | no citations used  | one citation about measurement instrument used in analysis. It appears in the text.  |
| Comments   | Contains keywords. Needs work at the sentence level and with transitions. Only briefly described study and objectives.   | Contains keywords. Effective overview of paper and its main parts.   |

## Example – Comparing Abstracts (6)

### Sample checklist (for paper abstract)

| Paper Abstract   |           |
|--|-----------|
| Descriptor   | Checkmark |
| Abstract is written as a single paragraph containing brief descriptions of study objectives, methods, findings, and discussion |           |
| Verb tenses used appropriately when addressing scope and goals of study (present and future) or details of method (past)       |           |
| Reporting verbs are adequately used in abstract  |           |
| Abstract includes citations when reference is made to studies or instruments   |           |
| Abstract is an effective summary of main goals and findings of paper   |           |
| Abstract contains keyword list   |           |

## Let's get to work!

We will be doing the same comparative analysis with the other sections. Let's start with the introduction.

## Comparing Introductions

How similar/different are the two articles in terms of:

- Organization and paragraph development (flow, coherence, etc)
- Language (verbs, verb tenses, etc)
- Background and references (number and types of citations, etc)
- Paper objectives/thesis

## Comparing Methods

How similar/different are the two articles in terms of:

- Organization and paragraph development (transitions, coherence, etc)
- Language (verbs, sentence structure, etc)
- Explanation of method (subjects, collection, instruments, etc)

## Comparing Discussion

How similar/different are the two articles in terms of:

- Organization and paragraph development (transitions, coherence, etc)
- Language (verbs, sentence structure, etc)
- Interpretation/analysis of data (relevance)
- Does discussion address questions?
- Any recommendations? (if appropriate)

## Responding to Calls for Papers

You must actively look for opportunities to publish your research paper.

- Identify main journals in your country
- Visit websites to obtain information on:
  - Deadlines
  - Format
  - Research focus
  - Style
- Read one or two articles from that journal

## Stick to Guidelines

Each publication has a specific set of guidelines that you need to follow. Before you submit your paper:

- Refer to target journal guidelines (TEFLIN guidelines, for example)
- Review specific guidelines for the target journal
- Make sure your checklists reflect all elements in the guidelines
- Refine checklist, as needed

## Guidelines – Sample from TEFLIN journal

Let's take a look at the guidelines for submission to the TEFLIN journal.

### Author Guidelines

- the article is a **research report** and non-**research report** article
- the article has not been published elsewhere
- it is typed in Ms Word doc., double-spaced format
- the font being used is Time New Roman size 12
- the length of the article is between 10 to 20 pages; say ..... pages
- level one headings are typed in **ALL CAPITALS, BOLD, LEFT JUSTIFICATION** (like this example)
- level two headings are typed in **Capital-lowercase, Bold, Left Justification**
- level three headings are typed in ***Capitals- lowercase, Italic-bold, Left Justification***
- its abstract, max. 200 words; say: ..... words, clear and informative
- the key words are well selected and closely related to the topic
- the introduction is **without** heading and includes review of related literature and research purpose in essay style.
- the list of references includes only those that cited/refered to in the article

# Creating Interest in Introductions: Organization, Citation and Verbs in Research Article Introductions

## Workshop Plan

**Title** Creating Interest in Introductions: Organization, Citation and Verbs in Research Article Introductions

*Contributors: Angela M. Dadak*

**Goals:** At the end of this workshop, participants will be able to

- understand the CARS model of organizing an introduction and apply this model to their own writing
- know the difference between integral and non-integral citations and how to make choices about which to use in their own writing
- know how choices in reporting verbs and verb tenses can contribute to building interest in and urgency for the research project; be able to make appropriate choices in their own writing
- recognize the parameters for making choices in writing related to organization, citation, and verbs.

**Materials:**

- Powerpoint slides, computer, projector
- One copy of Example Paper Introduction handout for each participant
- Suggested: copies of several research article introductions for analysis in case participants have not brought their own
- Optional: flip chart or white board to write participants' perspectives

**Before the Workshop:** Ask participants to bring an article they are writing or have written

**Activities:**

Introduce topic and agenda for the day

Remind participants about the typical IMRD organization of a research article

Introduction - Methods - Results (findings) - Discussion

*It is fairly safe to assume that the audience is already familiar with this from their own reading and research, so you do not need to lecture on it separately - unless you know that this is new information for your audience.*

Focus on the **introduction** section of the model. Ask participants to talk with a partner for a minute about *What is the purpose of an article introduction? What is its organization?*

Gather some responses. As you hear them, emphasize points about purpose such as

- giving the context of the study
- show the other research related to your own
- show you are knowledgeable about the field
- persuade readers of the importance of your work

Pass out and introduce the model article (author, journal, title). Read aloud or give time for silent reading. You might note that it is not important to understand every word/sentence exactly, but rather to have a sense of the main ideas.

**Organization:** have participants work in groups to answer questions 1 & 2 from the worksheet. Possible answers are indicated below:

1. What is the purpose of each of the paragraphs?

Paragraph 1 *introduces topic of the study and why it is important*

Paragraph 2 *summarizes research in one area – interaction in online writing courses*

Paragraph 3 *summarizes research in another area – cross cultural interactions in online courses*

Paragraph 4 *identifies what has not been studied and gives purpose of current work*

2. The author hints at general implications but does not list specific findings or research questions at the end of the final paragraph. What do you think of this strategy? Could you do this in a research article in your field? *answers can vary*

Go through the CARS model of research paper introductions, created by John Swales. You might note that if participants Google “CARS Swales” that they can find more resources on this topic.

**Citations:** Ask participants why we cite (we know we need to to do it, but it’s worthwhile to take a moment to step back and examine the purpose of this practice). Conduce a brief discussion on the topic, then emphasize/note two main reasons and several supporting reasons noted on the slides.

*To build a more persuasive paper*

*To credit the other authors*

*To demonstrate how the work advances the knowledge base of the field*

*To add strength to an author’s own ideas*

*To show respect to other scholars*

*To avoid plagiarism*

Ask participants to work in their groups to answer questions 3 & 4. Suggested answers are in blue below.

3. Where do the citations occur? Are they concentrated in one part of the introduction or in various locations? *They are spread throughout, with the exception of the last paragraph. In the review of participants’ answers, you might ask a follow-up question about why citations do not appear in the last paragraph.*

4. The paper follows the APA author-date style of citation. Where are the cited authors’ names placed? *draw out that they appear either as part of the sentence or within the parenthetical citation. Why? answers can vary - you will go over some of the*



*considerations in the next slides* How prominent are author names in citations in your field? *answers can vary*

Go over the difference between integral and non-integral citations, giving examples. Note that the choice between the two depends to some degree on the field (show the chart of % of types of citations in different fields) and to some degree on writers' choices.

### **Reporting Verbs**

Go through the three examples on the slides (when you download the slides, you could substitute your own name for "Dadak" or introduce different examples). Note the differences between *states*, *argues*, and *suggests* (strength, certainty). Note how a careful combination of these reporting verbs can open room for the research space, the gap or niche, that needs to be filled (using less certain verbs to do so)

5. What verbs did the author use to report information from other studies? Do you think the same verbs are commonly used in your field?

6. What verb tense (e.g., present or past) and aspect (e.g., perfect) were used in sentences referring to other literature? Why?

See note below about possible extensions of reporting verb vocabulary.

### **Application**

Ask participants to take out the article they are working on and examine it in terms of the three topics we have discussed. Circulate and talk with them as they work. Debrief.

Alternate: have them exchange papers with a partner to do this analysis.

Alternate: (as in the notes below) give example article(s) for the analysis.

Alternate: if time is short, work on just one topic (organization, or citation, or reporting verbs), or assign specific groups to work on specific areas.

### **Conclusion**

Review main topics. Take questions as time allows. Thank participants.

**Notes:**

- Be prepared for participants to not have their own writing. In that case, you can have them analyze the introductions in a few articles you have chosen.
- The Swales and Feak volume has an example article introduction about self-citation that particularly highlights how reporting verbs can be used to create a research niche; that introduction could be used in place or in addition to the one included here.
- If you are working with faculty from a particular department, you could examine article introductions from those fields and makes some changes to the slides and workshop accordingly.
- One possible addition would be more about the reporting verbs, including certainty and grammar structure. The handout available at <http://www.uts.edu.au/sites/default/files/article/downloads/reporting-verbs-2.pdf> could prove useful for this type of work or simply as a reference for participants. Also see the reporting verb section and further resources in the workshop “Graphs to Paragraphs” in this collection.

**References and Further Resources**

Feak, C.B., and J. M. Swales. (2011). *Creating Contexts: Writing Introductions Across Genres*. Ann Arbor, MI: University of Michigan Press.

## Model Article Introduction for Analysis

Read the introduction below and respond to the questions on the back of the paper. The paragraphs have been numbered for your analysis.<sup>1</sup>

Dadak, A.M. (2015). Cross-cultural collaboration in online writing courses.

(1) Interest on US campuses in providing online courses has evolved from a mostly skeptical stance to a more expansive and positive one. Online courses appear in areas of US university curricula from graduate courses in business to undergraduate first-year writing courses. A broad mix of culturally and linguistically diverse students from around the world enroll in online courses, and universities eagerly proclaim that such classes help prepare students to work with international teams (Altbach, 2005; Lewin, 2008; Marmolejo, 2010; Olcott 2008). However, in order to have US university writing courses that are equitable and effective for a global audience, designers and instructors should be prepared to handle issues cultural diversity that arise in collaborative activities in their classes.

(2) Collaboration in activities such as peer reviews of each other's writings and in group projects is a common feature of writing courses. Warnock (2009) asserted how types of assignments and technological platforms enable peer-to-peer interaction in online spaces, noting the successes possible. Brickman (2003) found that students even utilized the discussion board space she provided for non-course topics and were able to communicate with each other within the course software on topics outside of course assignments. In a survey of students in online classes in the US, China and Spain, Linder-VanBershot and Barbera (2012) showed that all three groups noted the course was important for social interaction and personal evolution. However, not all inquiries into peer interactions in an online writing course are positive. Rendahl and Breuch (2013) questioned the importance of online peer interaction as they found students in an undergraduate writing course ranked interaction with the course content as most important, followed by interaction with the instructor as important – even expressing great satisfaction with these interactions – , trailed by interaction with peers as not very important, even annoying. Rendahl and Beruch's research further noted that students ranked peer interactions low in closed-answer questions, yet in open-answer questions they referred significantly to learning from peers. Peer interaction in online writing courses is important but not naturally productive.

(3) When focusing on cross cultural communication, studies reveal problems particularly in discussion arenas. In Hannon and D'Netto's (2007) study of 241 culturally mixed students in Australia, just over half of the students surveyed said that they had "not good" communication with students from different cultural backgrounds. In another study, ESL graduate students in US online courses described

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<sup>1</sup> The materials for this activity are based on Feak, C.B., and J. M. Swales. (2011). *Creating Contexts: Writing Introductions Across Genres*. Ann Arbor, MI: University of Michigan Press.

“shock” in their reaction to the cultural differences in online learning, particularly discussion (Tan *et al*, 2010). Rye (2014) examined the interaction in an online graduate program with a deliberate mix of Norwegian and African students. She found that, especially initially, differences in educational cultures caused the African students to participate less than the Norwegians; the Norwegians felt they knew what to do in the discussion space while the Africans held back and observed, figuring out how to get in the conversation before trying. When they did participate, Rye showed how the Africans would accommodate the Norwegian, the Western, style.

(4) The studies into cross cultural communication in online courses has not examined undergraduate writing courses, which like other online courses are growing and enrolling a globally and culturally student body. This study seeks to fill this gap by analyzing the peer review and discussion board posts from required, online writing courses offered by a US university and by surveying the students after completion of the course about their interactions with their peers. Results from this work hold important implications for preparing course designers and instructors.

1. What is the purpose of each of the paragraphs?

Paragraph 1 \_\_\_\_\_

Paragraph 2 \_\_\_\_\_

Paragraph 3 \_\_\_\_\_

Paragraph 4 \_\_\_\_\_

2. The author hints at general implications but does not list specific findings or research questions at the end of the final paragraph. What do you think of this strategy? Could you do this in a research article in your field?
3. Where do the citations occur? Are they concentrated in one part of the introduction or in various locations?
4. The paper follows the APA author-date style of citation. Where are the cited authors' names placed? Why? How prominent are author names in citations in your field?
5. What verbs did the author use to report information from other studies? Do you think the same verbs are commonly used in your field?
6. What verb tense (e.g., present or past) and aspect (e.g., perfect) were used in sentences referring to other literature? Why?

# RESEARCH ARTICLE INTRODUCTIONS

## Article Analysis

We will read and analyze the introduction to a research article so that we can see how it is organized, how it refers to other studies, and how it does citations (references).

## Article Analysis

**Different fields** (e.g., law, engineering, linguistics) **and even different journals** have different features and requirements.

You can do an analysis like this one for the journals you want in your field.

## Organization

Typical organization of a science or social science research article

Introduction

Today we will look at some features of the introduction.

Methods

Results

Discussion

## Organization

---

**What do you think?**

### Introduction

What is the purpose of an article introduction?

How is it organized?

Talk with a partner for a minute.

## Organization

---

Cross Cultural Communication in Online  
Writing Courses.

### Introduction

## Rhetorical Moves

- Get in groups of 3 people
- Discuss and answer questions 1 and 2.

For example, paragraph 1 introduces the topic of the paper, the study of citations.

Remember not to summarize the content of the paragraph;  
look at the rhetorical function.

## CARS Model

### Create A Research Space (John Swales)

Common way to write an introduction: 3 moves

#### Move 1: Establish a Research Territory

introduce & review items of previous research in the area; show that the research area is important

#### Move 2: Establish a niche

Indicate a gap in the previous research

#### Move 3 Present the present work

Stating how you will fill the gap with your current work.  
May list research questions, primary findings, and/or structure of the article



## Citations

- Why do research article have citations?
- To build a more persuasive paper
- To credit the other authors
- To demonstrate how the work advances the knowledge base of the field
- To add strength to an author's own ideas
- To show respect to other scholars
- To avoid plagiarism

## Citations

- Back in your groups of  
Answer questions 3 & 4

# Citations

## Integral citation

name is part of the sentence

Rye (2014) examined the interaction in an online graduate program with a deliberate mix of Norwegian and African students.

## Non-integral citation

name is not part of the sentence

In another study, ESL graduate students in US online courses described "shock" in their reaction to the cultural differences in online learning, particularly discussion (Tan *et al*, 2010).

# Citations

## Integral or non-integral citation – which to use?

### Some based on field or journal (Hyland 1999, Thompson 2000)

| Field                  | Non-integral | Integral |
|------------------------|--------------|----------|
| Biology                | 90.2%        | 9.8%     |
| Mechanical Engineering | 71.3         | 28.7     |
| Marketing              | 70.3         | 29.7     |
| Applied Linguistics    | 65.6         | 34.4     |
| Philosophy             | 35.4         | 64.6     |

### Some based on your decision

- Well-known author (integral)
- Variety (mix)
- Focus on ideas, not people (non-integral)

## Reporting Studies

Dadak (2015) **suggests** that academic writing is difficult.

Dadak (2015) **argues** that academic writing is difficult.

Dadak (2015) **states** that academic writing is difficult.

What is the difference?

In groups answer questions 6 & 7

For example

2 Numerous articles **have used** citations to assess the quality of economics departments (Scott and Mitias, 1996).

Verb: *use*      Tense: *present perfect*

## Summary

- ❑ Research article introductions are often organized by the CARS model  
Create A Research Space  
importance of topic  
a part of the topic that needs research  
how this study will fill that need
- ❑ Citations can be integral or non-integral
- ❑ Reporting verbs support your points and your flow of argument.

## Application to Writing

If you have an article you want to work on, please take it out.

Find a partner and exchange papers.

If you do not have a paper, find another partner who does not have a paper. We will give you another example paper.

## Application to Writing

1. **Preview the introduction section .**  
(read it quickly to get an idea of the paper)
2. **Examine the features from today's workshop in the paper.**
  - The move in each paragraph. Note the purpose of each paragraph in the margin. Mark where you find
    - importance of topic
    - a part of the topic that needs research
    - how this study will fill that need
  - Citations: do you use more integral or more non-integral citations? Why?
  - Mark your reporting verbs where you introduce information from a study. What do you notice?

# Did I Plagiarize? Avoiding Plagiarism in English Academic Writing

## Workshop Plan

**Title** Did I Plagiarize? Avoiding Plagiarism in English Academic Writing

*Contributors: Leah Karels, Andjarwati Sadik, Rebecca Taylor, and Viki Ardaniah*

**Goals** After attending this workshop, participants will be able to

- distinguish between quotations and paraphrases
- practice adequate paraphrasing
- identify plagiarism in multiple forms (e.g. direct and indirect, patchwork, etc)
- use guidelines to practice appropriate citation in their own work

### Materials

- projector
- PowerPoint slides
- opening activity article: make a copy for each student  
“An Honest Look at Academic Dishonesty at Ohio University” (Use the Background and Method sections (p. 4-7) or just page 4 for the Warm Up. Give the link to participants  
[<https://www.ohio.edu/engineering/integrity/reports/upload/final%20report.pdf>] for those who are interested in reading the entire research study.)
- Handouts:
  - “Different Types of Plagiarism” handout (3 pages; make one for each participant)
  - peer review worksheet (1 page; make one copy for each participant)
  - *optional* if doing the variation from notes, copy and cut the “plagiarism scenarios” handout

### Before the workshop

- *make sure participants know to bring an example of their own written work (at least 4-5 pgs)*
- get access to a projector and make sure it functions
- make adequate copies of opening activity article, plagiarism worksheet, and peer review worksheet (try to have one for each student, especially of the peer review)

### Activities

1. Distribute copies of “An Honest Look at Academic Dishonesty” by Broeckelman and Pollock (p. 4-7 or just p. 4, depending on how much time you allot for this warm up)
  - have participants work with a partner to answer questions and mark paper as directed on the PowerPoint (15-20 minutes)
  - elicit answers to questions such as “when do you see direct quotations?” or “what conclusions can we make about when to use paraphrases or direct quotations?”
  - the goal of this activity is for participants to notice that:
    - direct quotations are usually shorter than paraphrases

- paraphrases are often used to put several pieces of information together
  - direct quotations usually need to be explained by the author with another sentence or two
  - also ask participants if they have any questions about the article itself. The article can be used as an “appetizer” for the section on plagiarism that comes later.
2. Review the differences between quoting and paraphrasing. (5-7 minutes)
- Quotations are fairly straightforward,  
Spend more time discussing paraphrasing techniques:
- determining relevant points
    - participants can ask, “what does it say?” “what does it mean?” and “why does it say what it says” to determine relevance
  - determining relationship between two points
    - participants can ask, “how does this affect that?” “how are they connected?” “should they be connected this way?” to determine a relationship
  - finding linking phrases and expressions to connect the two points
    - review cohesive devices (because of, due to, instead, conversely, with regard to, however, etc.)
  - identifying how verbs can establish a relationship
    - review verbs (is caused by, is due to, relies upon, depends on, etc.)
3. Have participants practice paraphrasing a short passage from the PowerPoint. Allow them to see the passage for 2-3 minutes, taking notes if they wish, then remove the text and ask them to rewrite it in their own words. (10-15 minutes)
- \*\*this has been a very difficult activity for many advanced learners. Be prepared to give more examples or more guided assistance, if necessary\*\**
- ask participants to share their paraphrases with a partner and have their partner check for plagiarism or content/meaning errors
  - the PowerPoint has two paraphrasing activities -- if the workshop participants are comfortable after the first activity, skip the second one.
4. Segue into a discussion of plagiarism. Ask participants what plagiarism is and try to make/write a communal definition. (10 minutes)
- ask participants to reflect on the article from the warm-up activity
    - what was the main point of the article?
    - what did the author say about plagiarism?
    - were any participants surprised by the content of the article?
  - Is plagiarism always intentional? What are some reasons plagiarism occurs? How can these challenges be overcome? Acknowledge that while writers do not always intend to be dishonest, proper paraphrasing and citation can be very difficult.
5. Distribute “Types of Plagiarism” handout. Keep original quotation prominent on projection while participants progress through the worksheet with the guiding discussion questions. (20-25 minutes)

- in the past, participants have been surprised that Patchwork Plagiarism and Substitutive Plagiarism constitute academic dishonesty -- be prepared to explain that copying even a few words and replacing words with synonyms while keeping the meaning of the sentences and the sentence structure the same still constitutes plagiarism
6. Once participants are familiar with what constitutes plagiarism, ask everyone to get out the pre-requested piece of academic writing. Participants will exchange their writing with a partner and complete the “Peer Review Worksheet” while reading their partner’s work. With about 10-15 minutes remaining in the workshop, ask participants to share their findings with their partner. Instruct participants to continue using the questions on the worksheet checklist for future writing endeavors. (about 30-45 minutes)

## Notes

### VARIATIONS:

1. Student workshop:
  - highlight more the connection between citations and integrity
  - tell Helen Keller story (<http://www.afb.org/MyLife/book.asp?ch=P1Ch14>)
  - practice note-taking using index cards, color-code index cards based on whether information will be used as a direct quote, paraphrase, or general note
  - simplify introductory exercise article, if necessary
2. In case participants forget to bring writing, have at least two articles available so they can do a peer review or practice paraphrasing
3. Additional activities /variations
  - “Is It Plagiarism?” discussion strips: copy and cut up the “plagiarism scenarios” handout. Give some scenarios to groups, have participants discuss and share with wider group for further discussion (this is a long activity, so feel free to use it in base presentation, but be aware that it will eat into peer review time. Participants have been surprised by many of these situations, so be prepared to explain why each of situation is problematic)



## Further Resources

There is no lack of articles about, advice for avoiding, and university web pages about academic integrity, including problems about plagiarism. An internet search results in many hits on the topic, mostly about university students in the US at the undergraduate and graduate level. The works below go beyond that kind of search.

The Office of Research Integrity at the United States Department of Health and Human Services give extensive advice for ethical writing in its guide for professional researchers and writers, “Avoiding plagiarism, self-plagiarism, and other questionable practices: A guide to ethical writing.” <http://ori.hhs.gov/avoiding-plagiarism-self-plagiarism-and-other-questionable-writing-practices-guide-ethical-writing>. It might also be worth reading the “ORI Policy on Plagiarism” to see how a professional organization grapples with this issue <http://ori.hhs.gov/ori-policy-plagiarism>. Many journals have statements on ethics, integrity, and/or plagiarism, and they might be useful to investigate and use.

In “International Perspectives on Plagiarism and Considerations for Teaching International Trainees,” Research-ethics educators Elizabeth Heitman and Sergio Litevska “consider current perspectives on plagiarism around the world and contend that US research-training programs should focus on trainees’ scientific writing skills and acculturation, not simply on preventing plagiarism.” The article contains links to interesting stories of professional plagiarism issues across the world. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3038591/>

The academic publisher Springer Link has a living reference called the Handbook of Academic Integrity, which has a chapter about perceptions and management of plagiarism in Indonesia. The first few pages are available for preview at [http://link.springer.com/referenceworkentry/10.1007/978-981-287-079-7\\_4-1#page-1](http://link.springer.com/referenceworkentry/10.1007/978-981-287-079-7_4-1#page-1)

## Did I Plagiarize? Avoiding Plagiarism in English Academic Writing

Adapted from "Avoiding Plagiarism." The Writer's Handbook. The Writing Center @ The University of Wisconsin -- Madison, 29 Aug. 2014.

Examples from Graff, G., & Birkenstein, C. (2014). *Her Point Is: The Art of Summarizing*. In *They Say / I Say: The Moves That Matter in Academic Writing* (3rd ed., pp. 30-31). W. W. Norton & Company.

### Different Types of Plagiarism

The paragraphs below show a passage as it appears in an original book, two paraphrases that are plagiarized, and an example of a correct citation. Read each of the paragraphs and discuss the differences between Word-for-Word Plagiarism and Patchwork Plagiarism with your group. Use the questions below to help facilitate your discussion, and be prepared to discuss your group's ideas with the rest of the workshop participants.

#### Original Source

Many writers shy away from summarizing – perhaps because they don't want to take the trouble to go back to the text in question and wrestle with what it says, or because they fear that devoting too much time to other people's ideas will take away from their own. When assigned to write a response to an article, such writers might offer their own views on the article's *topic* while hardly mentioning what the article itself argues or says. At the opposite extreme are those who do nothing *but* summarize. Lacking confidence, perhaps, in their own ideas, these writers so overload their texts with summaries of others' ideas that their own voice gets lost. And since their summaries are not animated by the writers' own interests, they often read like mere lists of things that X thinks of Y says – with no clear focus (Graff & Birkenstein, 2014).

#### Word-for-Word Plagiarism

Many writers shy away from summarizing. It might be because they don't want to take the trouble to go back to the text in question and wrestle with what it says, or maybe it is because they fear that devoting too much time to other people's ideas will take away from their own. When they write a response to an article, writers like this might offer their own views on the article's topic, but they hardly mention what the article itself argues or says. On the other extreme are those who do nothing but summarize. They lack confidence in their own ideas, so these writers so overload their texts with summaries of others' ideas that their own voice gets lost. And since their summaries are not animated by the writers' own interests, they often read like mere lists of things that X thinks of Y says. That is, they lack clear focus.

#### Why this is plagiarism

Notice that the writer has "borrowed" Graff & Birkenstein's words and has also largely maintained the authors' method of expression and sentence structure. The underlined phrases are directly copied from the source or changed only slightly. Even if the student had cited Graff & Birkenstein as the source of the content, the passage would be plagiarized because no quotation marks indicate that the phrases come directly from the original text.

## Patchwork Plagiarism

Graff and Birkenstein (2014) describe how many writers shy away from summarizing. They explain that perhaps this occurs because writers don't have time to go back to the text in question and wrestle with what it says. These writers avoid mentioning what the article argues or says, and they only offer their own views on merely the article's topic. On the other hand, some authors do nothing but summarize. They seem to lack confidence in what they have to say, so writers like this summarize others' ideas to the point that their own voice gets lost.

### Why this is plagiarism

This paraphrase is composed of pieces in the original author's language (underlined) and pieces in the new author's words. They are all rearranged into a new pattern, but none of the borrowed pieces are in quotation marks. Thus, even though the writer acknowledges the source of the material, the underlined phrases are falsely presented as the new author's own. This is plagiarism.

## Substitutive Plagiarism (Inappropriate Paraphrasing)

Many writers avoid summarizing – maybe because they don't want to be bothered to go back to the text and understand with what it says, or maybe they fear that devoting that much time to other's ideas will diminish their own. When they write a response to an article, these writers offer their views on the article's topic but barely mention what the article argues. On the other hand, some authors do nothing but summarize. They lack confidence, perhaps, in their own ideas. These writers overload their texts with summaries of others' ideas so much that their own voice gets lost. Since their summaries are not animated by their own interests, the summaries often read like lists of things that X thinks of Y says. That is, they have no clear focus.

### Why this is plagiarism

This paraphrase, much like Patchwork Plagiarism, is composed of the original author's language, but some words have been changed to be synonyms (underlined) to avoid direct plagiarism. All of the ideas, most of the sentence structure, and most of the words are from the original source, and none of the borrowed ideas or words are attributed to the original author. That means that the words are presented as the new author's, which means that this is also plagiarism.

## A Good Citation

In The Art of Summarizing, Graff and Birkenstein (2014) provide two different problems that arise when authors attempt to summarize source material. For one, some authors do not look at the main point, or argument, of an article. Instead, these authors focus on the article's topic and explain their own opinion to such an extreme that they leave out any reference to how the article's argument plays a part in their research. Another problem some authors face is summarizing too much. These authors "so overload their texts with summaries of others' ideas that their own voice gets lost" (p. 31). Due to these difficulties, many authors choose to avoid summarizing altogether.

### Why this is a good paraphrase

The writer has documented Graff & Birkenstein's material and specific language (by direct reference to the authors and by quotation marks around language taken directly from the source). Notice that the writer has changed Graff & Birkenstein's language and sentence structure. This is also the method an author can use to add material to fit his or her new purpose.

**Group Discussion:** In a group, talk about the following questions.

1. What is the difference between Word-for-Word Plagiarism and Patchwork Plagiarism?
2. Why is Patchwork Plagiarism considered plagiarism? Why is it not OK in academic writing?
3. Did any of these types of plagiarism surprise you? Why?
4. Are these definitions of plagiarism different in your culture? How?
5. What type of plagiarism do you feel is the most common? Why?
6. How can you avoid plagiarism?

## **Did I Plagiarize? Avoiding Plagiarism in English Academic Writing**

### **Peer Review Worksheet**

For this activity, you will be reading a piece of academic writing from one of your peers. Focus your evaluation of the paper on the following questions. Please write full answers that offer suggestions on how the writer can improve his or her writing.

#### **Part I: Editing and Marking**

- Read your peer's paper and label **claims** with a **C** and **evidence** with an **E**. This will help the writer distinguish what information needs to be supported and what is his or her own claim.
- Identify quotes and paraphrases by underlining them. Mark any sentences that are questionable (if any sentences or word choices seem out of place, mark them to discuss with the author during the discussion).

#### **Part II: Questions**

1. What is the paper's thesis statement?
2. Is the thesis supported by external sources?
3. How many direct quotations do you see?
4. How many paraphrases do you see?
5. Do you consider the paraphrases and direct quotations appropriate? Can you suggest alternatives?
6. Are all the sources correctly cited?
7. Is it clear whether the information comes from the writer or the sources?
8. Are there any sentences that you feel should be in quotes or attributed to another source?
9. What did you learn from the paper?
10. Does the paper show that the author understands where their voice is in the field? How do you know?

### Plagiarism / Authorship Scenarios

**Goal:** This activity is designed for workshop participants who have already been familiarized with plagiarism. It is a group activity to discuss several scenarios, ranging from collegiate writing to professional journal writing.

**Directions:** Cut out each scenario and distribute one to each group. Each group gets 10 minutes to discuss the scenario and come to a consensus about whether it is plagiarism or not. They should be prepared to answer “why.” Each group then presents their scenario to the class/other participants and describes their position. The workshop leader then lets other groups comment on the scenario before explaining whether the scenario is indeed plagiarism and why.

#### Scenario 1

Annisa is a student who has been working with a writing center tutor on a paper for her English class. Her tutor, Farel, has studied in the United States for several years and is fluent in English. Annisa has been going to the writing center for about a week and feels that Farel offers a lot of great advice. He often crosses out two or three sentences and rewrites them for her. She doesn’t really understand the new sentences, but trusts that Farel knows what he is doing. He even sometimes asks Annisa what she is thinking and then writes a new sentence for her. If Annisa turns the paper in for her class, has she plagiarized?

#### Scenario 2

Professor Rafi is working with a student on a research project. The student graduated before the paper was published, though, and has left the city for a job elsewhere. Before she left, the student completed her half of the research, leaving Rafi with the resultant data. Rafi uses that data in a new project and writes an article for publication without consulting his old student. Is Rafi allowed to claim that he is the only author?

#### Scenario 3

Gita is a student working on a paper for her economics class. She knows her roommate took the class the previous year. She asks her roommate for help with the paper and uses a lot of her roommate’s sources and ideas. Carla then turns the paper to her professor. Has she plagiarized?

#### Scenario 4

Abigail is an associate professor of linguistics and has published several original research papers in international journals and more than ten articles in national journals. She has spent several weeks compiling notes for a literature review that she hopes to send to a national journal in a few weeks. Unfortunately, when she looks at her notes, she can’t remember if the words are directly quoted from the original source or if she paraphrased the information while she was reading. She no longer has the books at her home. What can she do?

#### Scenario 5

Henry is enrolled in a two-credit art class. In addition to a final art project, he also has to write a five-page essay on a historic art movement of his choice. He uses a lot of material from the Internet in his essay, and he doesn’t have time to cite it properly. He figures it is OK since most of his grade is based on the art project. The class isn’t really an academic class, so Henry figures it doesn’t matter whether the quotes are cited properly. Is he guilty of plagiarism.

# DID I PLAGIARIZE?

## AVOIDING PLAGIARISM IN ENGLISH ACADEMIC WRITING



U.S. DEPARTMENT OF STATE  
Bureau of Educational and Cultural Affairs  
Office of English Language Programs

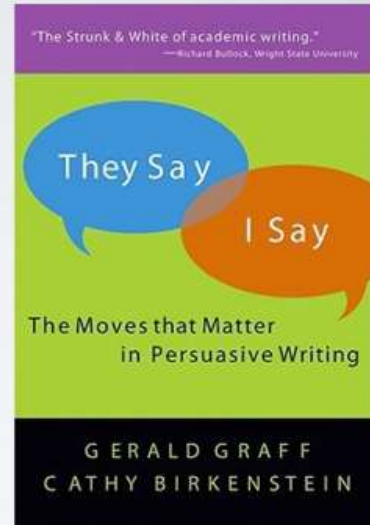
### QUOTATIONS AND PARAPHRASES

*Look at the article by Broeckelman and Pollock. For now, please focus on pages 4-7 only. As you examine the article, answer the following with a partner:*

1. Mark direct quotations with a Q and paraphrases with a P.
2. What is the citation format in this article? What pieces of information do you need?
3. What types of information are cited?
4. How many citations were in this article? Estimate what percentage of this article is made up of direct quotations vs. paraphrase.

## WHY PROPER CITATIONS MATTER

- Demonstrate that a writer has an awareness of the conversation in his/her field
- *They Say, I Say*: build upon what's been said and add your own voice
- Allow reader to track down your resources for further inquiry
- Maintain your academic integrity by avoiding plagiarism



## QUOTATIONS

- Use the exact words of the original author
- **MUST** reference the original source, including page number
- Use quotation marks around the original words
- The text produced is the length of the original text quoted (unless ellipses are used)

Adapted from "Summarizing, Plagiarizing, and Quoting: A Comparison." Online Writing Lab at Purdue University.  
December 2012.



# SUMMARIZING

- Uses the writer's own words to express the main idea of an article or study, including only the main points
- Significantly shorter than source material
- MUST reference the original source
- In longer summaries, you may want to use phrases to remind your reader you are summarizing, e.g.  
*(Author) also states/maintains/argues that...*  
*The article further states that...*

Adapted from "Summarizing, Plagiarizing, and Quoting: A Comparison." Online Writing Lab at Purdue University.  
December 2012.

# PARAPHRASING

- Uses the writer's own words to explain or interpret another author's ideas
- MUST reference the original source
- May be longer or shorter than the length of the original text

TIP: Don't just change around the author's words or substitute synonyms. Read the passage to understand its meaning, then cover it and write the idea in your own words, as you would explain it to a friend or colleague. If you do end up with borrowed phrases, put them in quotes.

Adapted from "Summarizing, Plagiarizing, and Quoting: A Comparison." Online Writing Lab at Purdue University.  
December 2012.

## PARAPHRASING TIPS

- Determine the relevant points and their relationship
  - *What does it say?*
  - *Why does it say that?*
  - *What does it mean?*
- Find linking phrases and expressions that can connect the two points
  - *although, however, as a result*
- Find verbs that might establish other relationships
  - *due to, caused by, can be attributed to*

Adapted from Feak, Christine and Swales, John, *Telling a Research Story: Writing a Literature Review*, (Ann Arbor: University of Michigan Press, 2009).

## PARAPHRASING ACTIVITY

*Read the following two sentences closely. Take notes on the important points and the relationship between the points.*

Ever increasing traffic forces the driver to process a growing amount of information and, at the same time, to make more, and quicker, decisions. Thus, in critical situations, the amount of information may exceed the driver's effective processing capability.

Adapted from: Swales, J., & Feak, C. (2009). Constructing an Original Discussion of Previous Work: Using Your Own Words. In *Telling a Research Story: Writing a Literature Review* (Revised and Expanded Edition ed., Vol. 2, pp. 84-85). Ann Arbor, Michigan: The University of Michigan.

## PARAPHRASING ACTIVITY

*Read the following sentences closely. Take notes on the important points and the relationship between the points.*

The Antarctic is the vast source of cold on our planet, just as the sun is the source of our heat, and it exerts tremendous control on our climate. The cold ocean water around Antarctica flows north to mix with warmer water from the tropics, and its upwellings help to cool both the surface water and our atmosphere. Yet the fragility of this regulating system is now threatened by human activity.

Cousteau, Jacques, "Captain Cousteau," *Audubon* (May 1990):17.

## PARAPHRASING ACTIVITY

*Now, write a paraphrase of the text. Keep in mind the important points and relationship between the points, but use your own words.*

# WHAT IS PLAGIARISM?

## ACTIVITY: TYPES OF PLAGIARISM

### Original quotation:

Many writers shy away from summarizing – perhaps because they don't want to take the trouble to go back to the text in question and wrestle with what it says, or because they fear that devoting too much time to other people's ideas will take away from their own. When assigned to write a response to an article, such writers might offer their own views on the article's topic while hardly mentioning what the article itself argues or says. At the opposite extreme are those who do nothing but summarize. Lacking confidence, perhaps, in their own ideas, these writers so overload their texts with summaries of others' ideas that their own voice gets lost. And since their summaries are not animated by the writers' own interests, they often read like mere lists of things that X thinks of Y says – with no clear focus (Graff & Birkenstein, 2014).

Example from Graff, G., & Birkenstein, C. (2014). *Her Point Is: The Art of Summarizing*. In *They Say / I Say: The Moves That Matter in Academic Writing* (3rd ed., pp. 30-31). W. W. Norton & Company.



## DISCUSSION: TYPES OF PLAGIARISM

1. What is the difference between Word-for-Word Plagiarism and Patchwork Plagiarism?
2. Why is Patchwork Plagiarism considered plagiarism? Why is it not OK in academic writing?
3. Did any of these types of plagiarism surprise you? Why?
4. Are these definitions of plagiarism different in your culture? How?
5. What type of plagiarism do you feel is the most common? Why?
6. How can you avoid plagiarism?

## CLAIMS AND EVIDENCE:

**Claim:** a writer's idea or argument

**Evidence:** information that supports, refines, or develops a claim



# CLAIMS AND EVIDENCE:

## YOU CAN'T HAVE ONE WITHOUT THE OTHER

Claims without evidence: "Because I said so"

- Example: The internet is ruining society. Nobody writes letters anymore. The language used in tweeting and texting are damaging our writing skills.
- Solution: Support claims with evidence – the work of others

Evidence without claim: "So what?"

- Example: Susan Smith writes about women and dieting: "Fiji is just one example. Until TV was introduced 1995, the islands had no reported cases of eating disorders..."

(Graff & Birkenstein, 2010, p. 45)

Solution: Explicitly *relate* evidence to a claim

Adapted from: Heather Benucci, "Using Evidence in Academic Writing: Avoiding Plagiarism," American English website.

## NOW LET'S DO SOME PEER REVISION

*Complete the peer review worksheet using an authentic piece of writing by another participant.*

- Label claims and evidence
- Identify quotes and paraphrases by underlining them
- Mark any questionable sentences
- Answer the questions on the handout

*Keep this handout and use it as a checklist to prevent plagiarism in your own writing!*

# Did I Plagiarize? Avoiding Plagiarism in English Academic Writing

## **Graphs to Paragraphs: Explaining Data in Writing**

*By Alicia Brill, Alfredo Gaona, Lusi Susanti, and Urai Salam*

**Goals** As a result of this workshop, participants will be able to

- effectively describe data, charts, and graphs in a paragraph
- use reporting verbs appropriately

### **Materials**

- Handouts (one for each participant)
  - Model
  - Handout 1 (men and women in further education in Britain, 2 pages)
  - Handout 2 (foreign language anxiety – findings and discussion, 2 pages)
  - Handout 3 (foreign language anxiety – findings, 1 page)
  - Handout 4 (distribution of population by education level, 2 pages)
  - Handout 5 (Coursera, 2 pages)
- Computer
- Projector

### **Before the workshop**

Ask students to bring their own abstract/data that they are working on if they wish to use their own material for the final writing activity

Adapt presentation as needed

Make copies of handouts as noted above

### **Activities**

#### **Awareness Raising: Features of effective paragraphs**

Participants will be shown a model of an effective paragraph with an attached graph (model handout). The presenter will lead a discussion and solicit responses/opinions regarding what the participants believe are effective/well-written features/sentences of the paragraph.

#### **Evaluate paragraphs' strengths and weaknesses**

Participants will be given a handout (handout 1) that includes a sample graph and three accompanying paragraphs. Students will work in pairs to review each paragraph and make notes regarding what each paragraph does well, what could be done better, what information could be omitted, which information needs to be included, and rank each paragraph in order of strength and effectiveness. Once pairs have finished, participants will join a presenter led group discussion regarding the effective and ineffective features of the sample paragraphs.

#### **Transition to Reporting Verbs**

The goal of this activity is to transition to the next activity in which students will be focused on choosing appropriate reporting verbs. While choosing the appropriate verb is the point of emphasis, it is also necessary to briefly cover the idea of the “degree of strength” of a word.



Adjectives are a great start and easy to understand, so participants can discuss the strength of this set of adjectives: delicious, good, amazing, tasty, great

After this, the presenter will be able to transition to reporting verbs and their strength of certainty as used in academia.

|                   | Weak                              | Neutral  | Strong                        |
|-------------------|-----------------------------------|--|-------------------------------|
| <b>suggestion</b> | alleges, intimates,<br>speculates | advises, advocates,<br>hypothesises, posits,<br>postulates, proposes,<br>suggests, theorises | asserts, recommends,<br>urges |

### **Selecting the most appropriate reporting verbs**

Participants will be given a hand out (handout 2) that includes a graph and accompanying descriptive paragraph. The reporting verbs used are blanked out and are replaced with 4 multiple choice words that convey similar meaning but with varying degrees of certainty and strength. Participants will work in pairs to complete the handout. Once pairs have finished, participants will join a presenter led group discussion and share their responses. The activity is done again using (handout 3) immediately after the group discussion on handout 2.

### **Simplified reporting of data - 4 graphs and 3 sentences**

Participants will be given a hand out (handout 4) with 4 graphs and an available accompanying space for each for participants to write a sentence or two. Participants will focus on which data they chose to report and choose their reporting verbs carefully. They will work in pairs to complete the activity followed by a presenter led group discussion in which participants will share their responses

### **Real data + Abstract → Write Paragraph**

Participants will be given a handout (handout 5) that includes an abstract (for context) and a graph (on an accessible topic). Participants will work to write a descriptive paragraph in pairs (or bring their own). Once participants have finished, they will share their paragraphs and receive feedback in a group discussion environment.

### **Note**

One variation would be to create the handouts using texts from journals in the participants' own fields.

## Further Resources

Here are some lists and reference pages for reporting verbs

- The Writing Centre, University of Adelaide  
[https://www.adelaide.edu.au/writingcentre/learning\\_guides/learningGuide\\_verbsForReporting.pdf](https://www.adelaide.edu.au/writingcentre/learning_guides/learningGuide_verbsForReporting.pdf)
- Academic and Student Support Services, Eastern Institute of Technology (ETI)  
<http://www2.eit.ac.nz/library/OnlineGuides/Reporting%20Verbs.pdf>
- Study and Learning Centre, Royal Melbourne Institute of Technology (RMIT)  
<http://www2.eit.ac.nz/library/OnlineGuides/Reporting%20Verbs.pdf>

RMIT also has a useful page about using tables and figures.

[https://emedia.rmit.edu.au/learninglab/sites/default/files/Research\\_writing\\_tables%26figures\\_2015\\_Accessible.pdf](https://emedia.rmit.edu.au/learninglab/sites/default/files/Research_writing_tables%26figures_2015_Accessible.pdf)

The Writing Center at the University of North Carolina explains different types of graphs, figures, tables, etc., and gives advice about constructing them.

<http://writingcenter.unc.edu/handouts/figures-and-charts/>

The United Nations Economic Commission for Europe goes into depth on how to present data visually; the advice in this booklet applies to a wide variety of writing situations for general audiences (not just academic publications).

[https://www.unece.org/fileadmin/DAM/stats/documents/writing/MDM\\_Part2\\_English.pdf](https://www.unece.org/fileadmin/DAM/stats/documents/writing/MDM_Part2_English.pdf)

English Oy has a business writing booklet about describing data which can be applicable to non-business environments. The advice on page 2 about paragraph structure when describing data is worth considering in light of the first part of this workshop. While overall this booklet has good information and exercises, it is over-prescriptive at times, so consider the information carefully in light of specific writing contexts (see note below).

[https://moodle.unitec.ac.nz/file.php/1723/English\\_material\\_Charts\\_graphs\\_and\\_diagrams\\_2008.pdf](https://moodle.unitec.ac.nz/file.php/1723/English_material_Charts_graphs_and_diagrams_2008.pdf)

Some websites have exercises similar to the ones from this workshop. They may be useful for further practice or development

- [http://www.blairenglish.com/exercises/numbers\\_figures/exercises/explain\\_compare\\_charts/explain\\_compare\\_charts.html](http://www.blairenglish.com/exercises/numbers_figures/exercises/explain_compare_charts/explain_compare_charts.html)
- <https://www.llas.ac.uk/materialsbank/mb064/studyskills/05/ws80205.htm>

**Note about further resources:** The IELTS has a writing task which asks test-takers to compare data from two graphs. As a result, a lot of the guidance on websites about writing paragraphs to describe data gives specific test-preparation advice (for example, see this page from Clearpoint English <http://www.clearpointenglish.co.uk/describing%20graphs.htm>). Some of this advice is generally applicable to writing paragraphs about data in a variety of circumstances, but some of it is specific to test preparation. Thus, as presenters and writers do further research about this topic, be careful to adapt materials to suit the audience needs and writing context.

## MODEL 1

Table 3.1

Number of adult illiterate women and men by region, 1990 and 2007 (in millions)

|  | Both sexes   |              | Men          |              | Women        |              |
|--|--------------|--------------|--------------|--------------|--------------|--------------|
|  | 1990         | 2007         | 1990         | 2007         | 1990         | 2007         |
| <b>World</b>                           | <b>870.1</b> | <b>774.4</b> | <b>321.3</b> | <b>278.5</b> | <b>548.8</b> | <b>495.9</b> |
| Less developed regions                 | 860.3        | 768.1        | 318.6        | 276.2        | 541.7        | 491.9        |
| More developed regions                 | 9.8          | 6.2          | 2.7          | 2.3          | 7.1          | 4.0          |
| <b>Africa</b>                          | <b>175.0</b> | <b>207.2</b> | <b>68.0</b>  | <b>77.3</b>  | <b>107.0</b> | <b>129.9</b> |
| Eastern Africa                         | 55.6         | 69.3         | 22.1         | 26.5         | 33.5         | 42.8         |
| Middle Africa                          | 16.9         | 22.9         | 5.7          | 7.3          | 11.2         | 15.6         |
| Northern Africa                        | 41.0         | 43.8         | 15.3         | 15.5         | 25.7         | 28.3         |
| Southern Africa                        | 5.3          | 4.7          | 2.4          | 2.2          | 2.9          | 2.5          |
| Western Africa                         | 56.1         | 66.5         | 22.5         | 25.9         | 33.6         | 40.7         |
| <b>Asia</b>                            | <b>645.0</b> | <b>523.6</b> | <b>232.4</b> | <b>182.1</b> | <b>412.6</b> | <b>341.5</b> |
| Eastern Asia                           | 185.6        | 72.2         | 56.0         | 19.7         | 129.6        | 52.4         |
| South-Central Asia                     | 395.5        | 394.6        | 155.7        | 144.6        | 239.8        | 250.0        |
| South-Eastern Asia                     | 42.3         | 34.7         | 14.0         | 11.6         | 28.3         | 23.2         |
| Western Asia                           | 21.5         | 22.1         | 6.8          | 6.3          | 14.8         | 15.8         |
| <b>Europe</b>                          | <b>8.6</b>   | <b>4.8</b>   | <b>2.2</b>   | <b>1.6</b>   | <b>6.4</b>   | <b>3.2</b>   |
| Eastern Europe                         | 3.9          | 1.6          | 0.7          | 0.5          | 3.3          | 1.1          |
| Northern Europe                        | 0.2          | 0.2          | 0.1          | 0.1          | 0.1          | 0.1          |
| Southern Europe                        | 3.8          | 2.4          | 1.1          | 0.8          | 2.7          | 1.6          |
| Western Europe                         | 0.6          | 0.6          | 0.3          | 0.3          | 0.3          | 0.3          |
| <b>Latin America and the Caribbean</b> | <b>39.9</b>  | <b>36.5</b>  | <b>18.0</b>  | <b>16.4</b>  | <b>21.9</b>  | <b>20.1</b>  |
| Caribbean                              | 3.7          | 3.7          | 1.9          | 1.9          | 1.9          | 1.8          |
| Central America                        | 10.7         | 10.0         | 4.3          | 4.0          | 6.4          | 6.1          |
| South America                          | 25.5         | 22.7         | 11.9         | 10.5         | 13.7         | 12.2         |
| <b>Northern America</b>                | <b>0.3</b>   | <b>0.5</b>   | <b>0.1</b>   | <b>0.2</b>   | <b>0.1</b>   | <b>0.3</b>   |
| <b>Oceania</b>                         | <b>1.3</b>   | <b>1.8</b>   | <b>0.6</b>   | <b>0.8</b>   | <b>0.7</b>   | <b>1.0</b>   |

Source: UNESCO Institute for Statistics (2009a).

Note: Adult illiterates refer to women and men aged 15 and over.

In 1990, an estimated 870 million adults in the world were illiterate (see table 3.1). By 2007, the number was estimated to be about 774 million, showing a slight decline by about 96 million or 11 per cent. Over the same period, the number of illiterate women declined from about 549 million to 496 million (about 10 per cent), while the number of illiterate men declined from 321 million to 279 million (13 per cent). It should be cautioned here that changes in population size strongly influence these statistics. Interpretation of headcount comparisons of illiterate populations should be made with this caveat in mind.

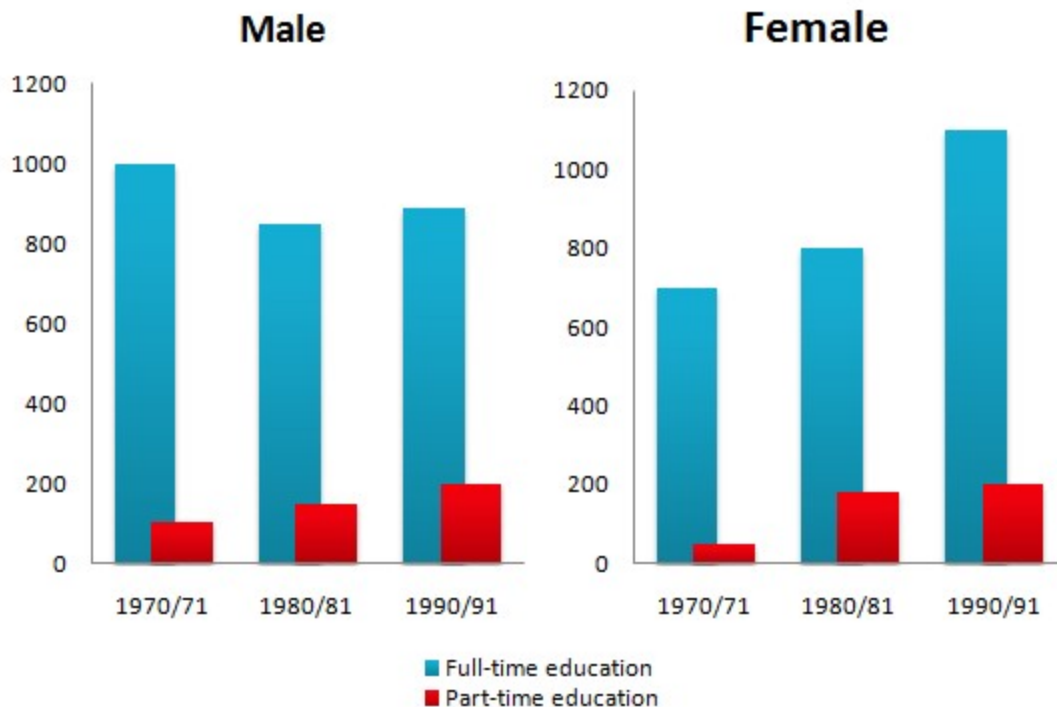
Most sub-regions of the world have registered at least modest decreases in the size of the illiterate population, with Eastern Asia registering one of the most rapid and substantial declines, partly due to the significant advances being made in China. Contrary to these

trends, however, the size of the illiterate population increased in several countries in Africa (except Southern Africa), Northern America, Oceania and Western Asia. In the period 1990–2007, Africa added over 32 million illiterates, of which about 23 million or 72 per cent were women. The growth of the illiterate population in Oceania was almost entirely the contribution of the countries of Melanesia. The sub-regions of South-Central and Western Asia likewise saw a slight rise in their female illiterate populations despite showing a reduction in the number of illiterate men. About 99 per cent of the world's illiterate population is concentrated in the less developed regions, and nearly three quarters of them live in South-Central Asia and sub-Saharan Africa, with the former accounting for over half of the total. The size of the illiterate population in South-Central Asia is primarily a reflection of the situation in the populous countries of Bangladesh, India and Pakistan.

**Source:** Excerpt from Chapter 3 of The World's Women 2015: Trends and Statistics by United Nations Statistics Division. Licensed under a Creative Commons Attribution-Non-Commercial 4.0 International License.

### Handout 1

The chart below shows the number of men and women in further education in Britain in three periods and whether they were studying fulltime or part-time.



### Model answer 1

The bar chart illustrates how many males and females have studied in full-time and part-time education in the following years: 1970 to 1971, 1980 to 1981 and 1990 to 1991.

It is clear that in all three time periods more people of both sexes were involved in part-time education than fulltime. Overall the number of men in fulltime education rose from approximately 100 thousand to 200 thousand, whereas the number of men in part-time education was lower in the early nineties than twenty years earlier.

As far as women are concerned, the numbers increased in both sectors of education. The number of part-time female students increased dramatically from 700 thousand to 1.2 million in the twenty year period. The amount of women in fulltime education went up more gradually from 100 thousand in 1971 to just over 200 thousand in 1991. This was similar the increase for fulltime male students.

To sum up, the number of women in both sectors increased significantly while it seems that the rate of men entering part-time education decreased a little and was fluctuating.

(179 words)

## Model answer 2

This is a bar chart of the number of men and women in further education in Britain in three periods. In 1970, Most of Men were studying part-time but from 1980, studying part-time as decreased and studying full-time was increased and in 1990, it was twice as many students as in 1970. On the other hand, Women studying Full-time were increased and not only Full-time, part-time also were increased. In 1990, studying full-time was three times as many students as in 1970. If compare Men and Women, as you see, in 1970, Men were studying more than women full-time or part-time but it changed from 1980 and then, in 1990, Women were studying part-time more than Men and studying full-time was same number.

It shows you women have a high education now.

(132 words)

## Model answer 3

According to this graph, the number of men and women in further education in Britain shows that following pattern. In the case of male, the number of male has declined slightly from about 100 thousands in 1970/71 to about 850 thousands in 1990/91. However, this figure rose back to about 850 thousands in 1990/91 from about 820 thousands in 1980/81. The proportion of full-time education has declined during this period. However, the proportion of part-time education has increased dramatically.

On the other hand, in the case of female, the number of both full-time education and part-time education has increased during the period.

From about 700 thousands in 1970/71, these figures rose to about 820 thousands in 1980/81, to about 1100 thousands in 1990/91.

In terms of full-time education, this figure rose by about 260 to about 900 in 1990/91.

On the other hand, with respect to part-time education, this figure rose dramatically between 1980/81 and 1970/71. However this figure rose slightly between 1980/81 and 1990/91.

(165 words)

## Handout 2

### Findings

In order to comprehend the reasons why students had foreign language anxiety, the researcher distributed an adapted form of Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS). The results were shown in Table 1.

**Table 1. Results of Anxiety Level**

| No. | Statement   | Strong-ly Agree (%) | Agree (%) | Neither (%) | Disagree (%) | Strongly Disagree (%) |
|-----|---|---------------------|-----------|-------------|--------------|-----------------------|
| 1.  | I never feel quite sure of myself when I am speaking in English in Public Speaking class. | 4.2                 | 42        | 17          | 25           | 4.2                   |
| 2.  | I don't worry about making mistakes in speaking in English in Public Speaking class.      | 0                   | 29        | 8.3         | 50           | 4.2                   |
| 3.  | I tremble when I know that I'm going to be called on to speak in English.                 | 8.3                 | 46        | 13          | 25           | 0                     |
| 4.  | I keep thinking that the other students are better at English than I am.                  | 25                  | 42        | 17          | 8.3          | 0                     |
| 5.  | I start to panic when I have to speak without preparation in Public Speaking class.       | 25                  | 54        | 4.2         | 8.3          | 0                     |
| 6.  | I worry about the consequences of failing my Public Speaking class.                       | 29                  | 42        | 4.2         | 17           | 0                     |

Directions: Underline the reporting verbs in the text below.

### Discussion

#### *Why does foreign language anxiety arise in Public Speaking?*

##### *Cause 1: Fear of not being able to convey the message well*

Based on the result of the FLCAS, it was evident that students were already anxious with the fact that they had to speak in front of the class individually. Although they had been classmates since the first semester, they had an anxiety of what was to come in the class. They experienced the same thing, i.e. they would feel anxious whenever they were asked to speak because they felt that they were unprepared and that they were not confident with their English proficiency. Thus it was evident that they experienced foreign language anxiety.

Based on the first self-reflection, grammar knowledge, pronunciation, voice volume, gestures, and speech organization were the major causes in creating foreign language anxiety. These students realized that they should have good mastery in those elements because in this class, students were expected to be able to apply the knowledge through their speech competence. This result was in accordance with MacIntyre's (1995) result in that there was a strong connection between the result of oral speech and foreign language anxiety. He stated that "language learning is a cognitive activity that relies on encoding, storage, and retrieval processes, and anxiety can interfere with each of these by creating a divided attention scenario for anxious students" (MacIntyre, 1995, p. 96).



Directions: Look at the reporting verb table (see below). What are some other reporting verbs that you can use to change the verb the author selected *without* changing the meaning?

*Paragraph 1*

**Author**

**Your Ideas**

1. was evident
2. had an anxiety
3. experienced
4. would feel anxious
5. they felt
6. was evident

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*Paragraph 2*

**Author**

**Your Ideas**

1. realized
2. stated

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| Neutral<br>Usually to present the facts | Tentative<br>More speculative, not absolutely certain | Strong<br>Making a strong argument, either positive or negative |            |
|---|---|---|------------|
|   |   | Positive  | Negative   |
| discuss                                 | question  | add   | disagree   |
| examine                                 | maintain  | agree   | argue      |
| analyse                                 | claim   | affirm  | cast doubt |
| define                                  | reason  | contend   | challenge  |
| describe                                | postulate   | concur  | disapprove |
| echo                                    | inquire   | endorse   | disprove   |
| find                                    | suggest   | maintain  | rebuff     |
| note                                    | propose   | point out   | refute     |
| outline                                 | imply   | prove   | reject     |
| present                                 | intimate  | reason  | counter    |
| reflect                                 | put forward   | reveal  |            |
| report                                  | identify  | show  |            |
| state                                   | speculate   | stress  |            |
| unpack                                  | theorise  | support   |            |
| observe                                 | suppose   | prove   |            |
| comment                                 | recommend   | clarify   |            |
| explain                                 | take into consideration                               | contribute  |            |
| allege                                  | hypothesise   | determine   |            |
| study                                   | assume  | claim   |            |
| point out                               | develop   | stress  |            |
| consider                                |   | believe   |            |
| mention                                 |   | emphasise   |            |
|   |   | highlight   |            |

### Handout 3

Directions: Now pretend that you have just completed your research and these are your findings.

Using the reporting verb table from Handout 2, report your findings for the 6 statements.

*Helpful hints:*

- Only focus on the highest or lowest percentages in the data.
- Remember to *vary* the verbs you select!

#### Findings

In order to comprehend the reasons why students had foreign language anxiety, the researcher distributed an adapted form of Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS). The results were shown in Table 1.

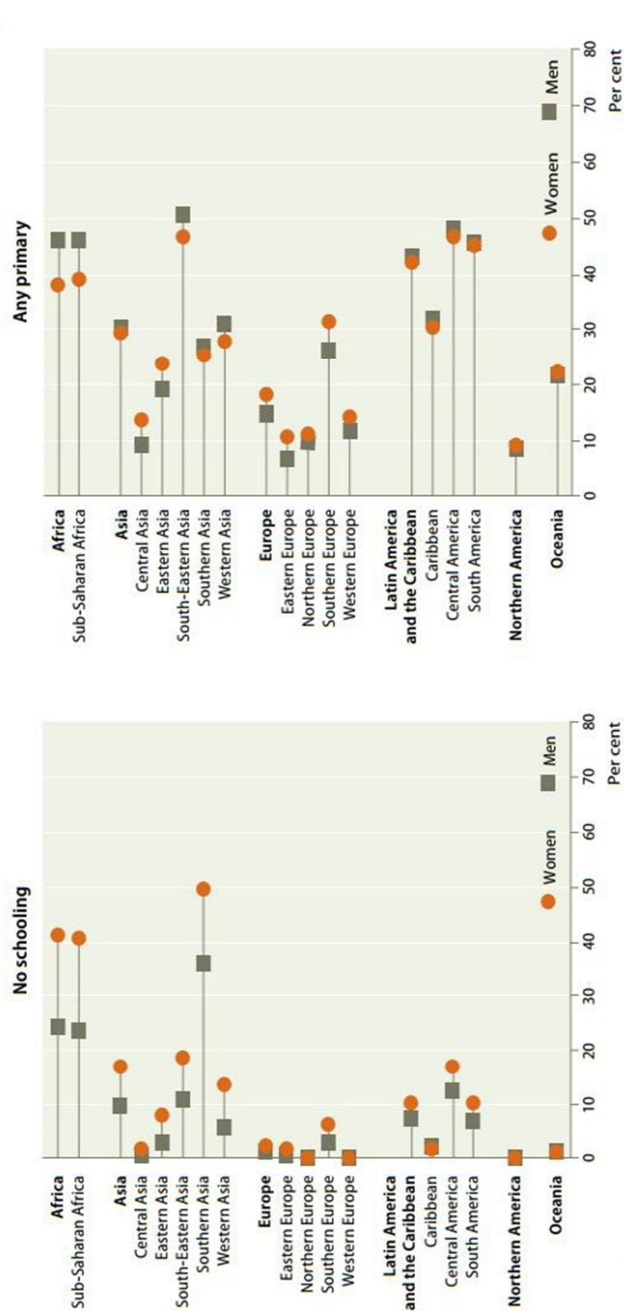
**Table 1. Results of Anxiety Level**

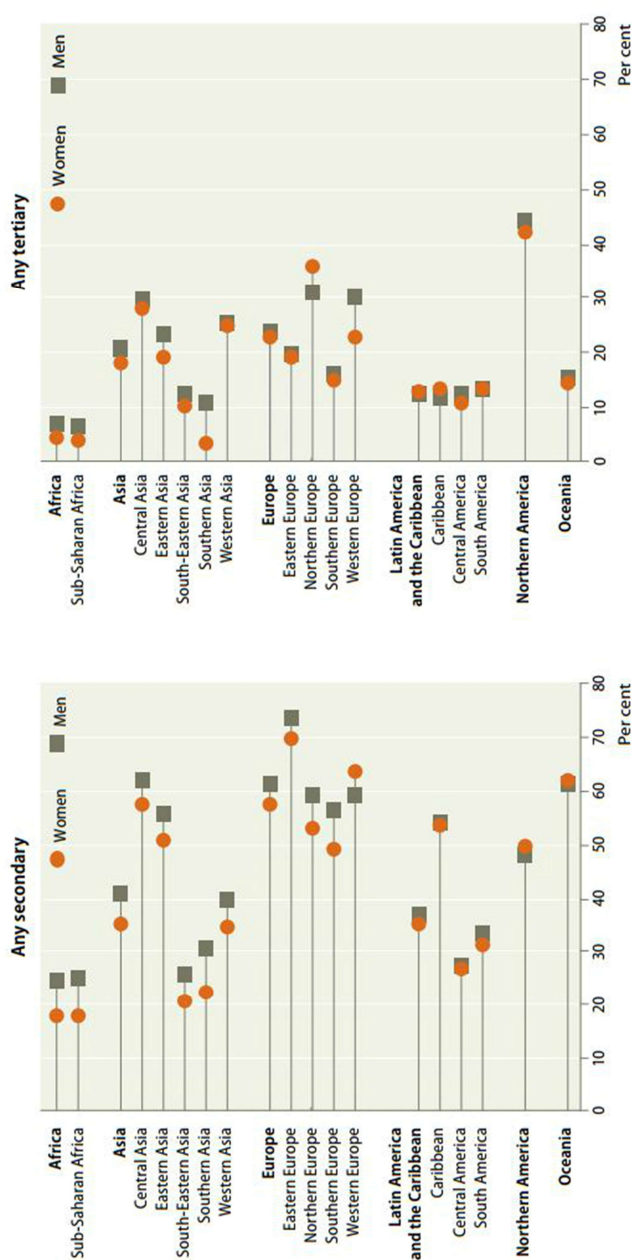
| No. | Statement   | Strong-ly Agree (%) | Agree (%) | Neither (%) | Disa-gree (%) | Stron-gly Disa-gree (%) |
|-----|---|---------------------|-----------|-------------|---------------|-------------------------|
| 1.  | I never feel quite sure of myself when I am speaking in English in Public Speaking class. | 4.2                 | 42        | 17          | 25            | 4.2                     |
| 2.  | I don't worry about making mistakes in speaking in English in Public Speaking class.      | 0                   | 29        | 8.3         | 50            | 4.2                     |
| 3.  | I tremble when I know that I'm going to be called on to speak in English.                 | 8.3                 | 46        | 13          | 25            | 0                       |
| 4.  | I keep thinking that the other students are better at English than I am.                  | 25                  | 42        | 17          | 8.3           | 0                       |
| 5.  | I start to panic when I have to speak without preparation in Public Speaking class.       | 25                  | 54        | 4.2         | 8.3           | 0                       |
| 6.  | I worry about the consequences of failing my Public Speaking class.                       | 29                  | 42        | 4.2         | 17            | 0                       |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**Figure 3.6**  
Distribution of population by the highest level of education attained, sex and region, 1995–2007 (latest available)





Source: Computed by the United Nations Statistics Division based on data from UNESCO Institute for Statistics (2009a) and United Nations, *Demographic Yearbook* data collections (2009).  
 Note: Data refer to educational attainment of population aged 25 and over. The regional averages are unweighted. The averages calculated for Africa include the values of eight countries. The averages for Oceania are based on data for four countries (Fiji, French Polynesia, New Zealand and Tonga).

1)

2)

3)

## ***COURSERA* ONLINE COURSE: A PLATFORM FOR ENGLISH TEACHERS' MEANINGFUL AND VIBRANT PROFESSIONAL DEVELOPMENT**

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*UIN Syarif Hidayatullah Jakarta*

**Abstract:** This article reports on English teachers' attitudes towards a professional development program run by *Coursera* ([coursera.org](https://coursera.org)). These teachers were participants of *Foundation of Teaching for Learning 1: Introduction* online course. Using a survey case study, the findings reveal that most of the participants perceive the course as a well-organized and effective platform to engage in professional learning. *Coursera* is an online learning platform offering various courses for teacher educators which are meaningful (closely related to their daily teaching practice) and vibrant (involves active collaboration among peer participants to review and assess their projects). Albeit this nature, another finding shows that the participants lament that their institutions do not provide professional development (PD) support. In fact, PD programs are not constrained to face-to-face encounters, since it can be designed using online platforms such as *Coursera*, a massive open online course (MOOC). Accordingly, the contribution of the article is to show how online platforms make meaningful and vibrant teacher professional development (TPD) possible. The implication of the study is that school administrators and policy makers should provide support for their teachers to take online PD programs. This professional learning should contribute to the best teaching practice and student learning attainment.

**Keywords:** English teachers, MOOCs, online professional development, teacher professional learning

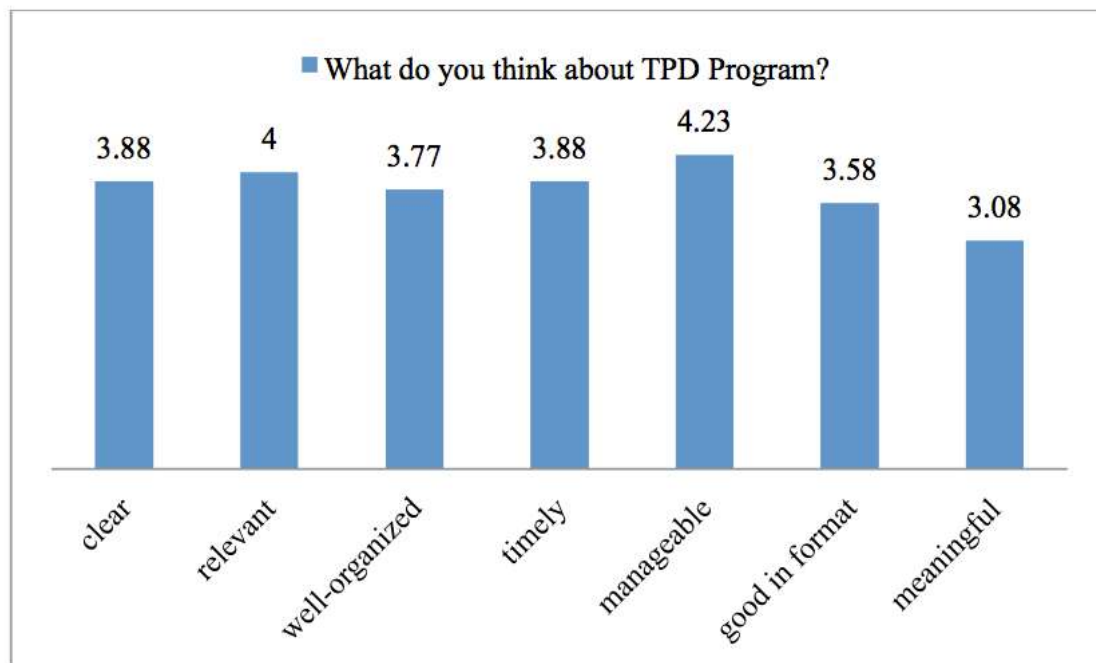
**TPD** = Teacher Professional Development

**PD** = Professional Development

## METHOD

Drawing on Guskey's (2000) professional development (PD) evaluation, a survey case study was undertaken to examine teachers' attitudes towards the *Coursera* course. These attitudes were investigated based on five evaluative

Means of each item are described as strongly positive (4 - 5), positive (3.5-3.9), neutral (3.0 - 3.4), mildly negative (2.5-2.9), and strongly negative (0-2.4). Thus, data were computed using a descriptive statistical analysis. All the data were then classified and tabulated to find out relevant findings. The



**Figure 2: Participant Reaction (Items 1-7)**

Reference

Silvia, A. (2015). Coursera online course: A platform for English teachers' meaningful and vibrant professional development. *TEFLIN Journal*, 26(2).



# ENGLISH LANGUAGE PROGRAMS

*The World is  
Your Classroom*

## Graphs to Paragraphs: Explaining Data in Writing



U.S. DEPARTMENT OF STATE  
Bureau of Educational and Cultural Affairs  
Office of English Language Programs



## Awareness Raising: Features of effective paragraphs

Table 3.1  
Number of adult illiterate women and men by region, 1990 and 2007 (in millions)

|                                 | World |       | Men   |       | Women |       |
|---------------------------------|-------|-------|-------|-------|-------|-------|
|                                 | 1990  | 2007  | 1990  | 2007  | 1990  | 2007  |
| World                           | 870.1 | 774.0 | 511.5 | 279.5 | 358.6 | 494.5 |
| Least developed regions         | 600.2 | 706.1 | 318.0 | 276.2 | 282.2 | 429.9 |
| Other development regions       | 9.0   | 62.2  | 2.7   | 2.5   | 7.1   | 6.0   |
| Africa                          | 375.0 | 207.2 | 195.0 | 112.3 | 180.0 | 120.0 |
| Eastern Africa                  | 22.0  | 24.2  | 12.1  | 20.1  | 10.0  | 10.0  |
| Middle Africa                   | 10.0  | 22.0  | 5.7   | 7.3   | 4.3   | 10.0  |
| Southern Africa                 | 11.0  | 10.0  | 11.1  | 10.0  | 10.0  | 10.0  |
| Southeastern Africa             | 9.0   | 12.2  | 3.0   | 3.2   | 6.0   | 9.0   |
| Western Africa                  | 16.0  | 36.0  | 12.0  | 20.0  | 10.0  | 40.0  |
| Asia                            | 345.0 | 129.4 | 242.0 | 161.1 | 103.0 | 50.0  |
| Central Asia                    | 10.0  | 7.2   | 10.0  | 10.0  | 10.0  | 10.0  |
| South-Central Asia              | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  |
| South-Eastern Asia              | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  |
| Western Asia                    | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  |
| Europe                          | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  |
| Eastern Europe                  | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  |
| Western Europe                  | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  |
| Southern Europe                 | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  |
| Western Europe                  | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  |
| Latin America and the Caribbean | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  |
| Central America                 | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  |
| South America                   | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  |
| North America                   | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  |
| Europe                          | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  | 10.0  |

Source: UNESCO Institute for Statistics (UIS).  
Note: Adult illiterate rate for women and men aged 15 and over.

In 1990, an estimated 870 million adults in the world were illiterate (see table 3.1). By 2007, the number was estimated to be about 774 million, showing a slight decline by about 96 million or 11 per cent. Over the same period, the number of illiterate women declined from about 549 million to 496 million (about 10 per cent), while the number of illiterate men declined from 321 million to 279 million (13 per cent).

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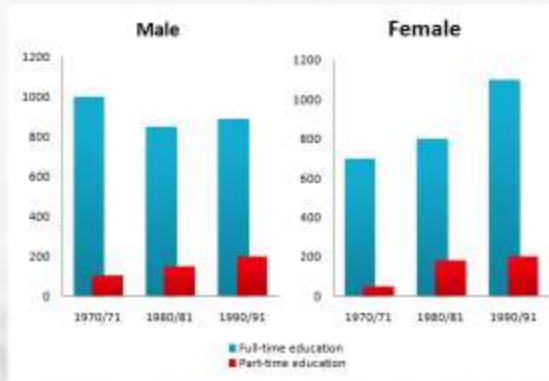
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## Evaluate writing strengths and areas for improvement



Review the graph and the three accompanying paragraphs.

Then, work in pairs to review each paragraph and make notes about:

- 1) what each paragraph does well
- 2) what could be done better
- 3) what information could be omitted
- 4) what information needs to be included
- 5) rank each paragraph in order of strength and overall effectiveness

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## Degree of strength of adjectives

### Adjectives:

delicious, good, amazing, tasty, great

#### suggestion

**Weak**  
alleges, intimates,  
speculates

**Neutral**  
advises, advocates,  
hypothesises, posits,  
postulates, proposes,  
suggests, theorises

**Strong**  
asserts, recommends,  
urges

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## Selecting the most appropriate reporting verbs

### Findings

In order to comprehend the reasons why students had foreign language anxiety, the researcher distributed an adapted form of Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS). The results were shown in Table 1.

Table 1. Results of Anxiety Level

| No. | Statement   | Strongly Agree (%) | Agree (%) | Neither (%) | Disagree (%) | Strongly Disagree (%) |
|-----|---|--------------------|-----------|-------------|--------------|-----------------------|
| 1.  | I never feel quite sure of myself when I am speaking in English in Public Speaking class. | 4.2                | 40        | 17          | 25           | 4.2                   |
| 2.  | I don't worry about making mistakes in speaking in English in Public Speaking class.      | 0                  | 29        | 9.3         | 38           | 4.3                   |
| 3.  | I wonder when I know that I'm going to be called on to speak in English.                  | 8.3                | 48        | 13          | 23           | 0                     |
| 4.  | I keep thinking that the other students are better at English than I am.                  | 21                 | 40        | 17          | 8.3          | 0                     |
| 5.  | I start to panic when I have to speak without preparation in Public Speaking class.       | 21                 | 34        | 4.3         | 8.3          | 0                     |
| 6.  | I worry about the consequences of failing my Public Speaking class.                       | 29                 | 40        | 4.3         | 17           | 0                     |

Handout (HO2) includes a graph, accompanying descriptive paragraph, and list of reporting verbs.

### Directions:

With a partner, Underline the reporting verbs in the paragraph, then change the reporting verbs used in the article to other reporting verbs listed on the chart, *without* changing the meaning.

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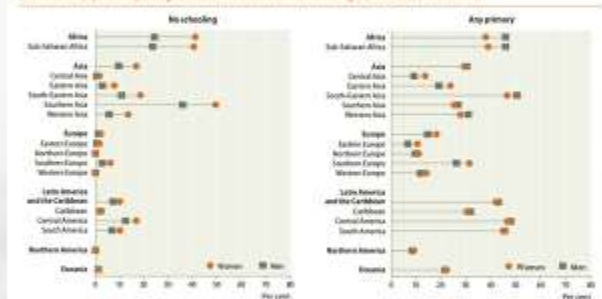
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## Simplified reporting of data – 4 graphs and 3 sentences

Figure 34:

Distribution of population by the highest level of education attained & sex with region, 1995-2007 (Data available)



Handout (HO4) with 4 graphs and an available accompanying space for each for participants to write a sentence or two. Participants will focus on which data they chose to report and choose their reporting verbs carefully.

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Real data + Abstract → Write Paragraph

**COURSERA ONLINE COURSE: A PLATFORM FOR  
ENGLISH TEACHERS' MEANINGFUL AND VIBRANT  
PROFESSIONAL DEVELOPMENT**

**Arnis Silvia**  
(arnis@uinjkt.ac.id)

*UIN Syarif Hidayatullah Jakarta  
Jl. Ir. H. Juanda No.93 Ciputat*

Participants will work to write a descriptive paragraph using data provided (or their own). Once finished, pairs will share their paragraphs and receive feedback in a group discussion format.

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# Straight to the Point: Writing Effective Abstracts for Publication

## Workshop Plan

**Title** Straight to the Point: Writing Effective Abstracts for Publication

*Contributors: Sean Stellfox, Herman Felani, Casey Moorman, and Hesti Sulistyowati*

### Goals

Participants will be able to identify the qualities of an effective abstract and improve the ability to write an abstract for international publication. Participants will learn about the length of the abstract, verb tense used, reasons abstracts do not get accepted by publishers, rhetorical moves, and sentence organization of an abstract. Participants will also learn how to use an abstract rubric to assist in process of their abstract writing. Participants will also write an abstract using an authentic research paper to demonstrate mastery of objectives.

### Materials

- T/F cards (color-coded red/green)
- moves chart
- large paper
- 5 different colored markers
- Handouts:
  - 3 examples of abstracts (one set for pairs or small groups)
  - abstract sentence strips (one copy for each small group)
  - checklist/rubric (one for each participant)
  - authentic research papers for small groups
- mobile phone with Internet connection
- projector
- computer

### Before the workshop

- Get an estimate of number of participants
- Print and copy handouts as noted above
- Find and print authentic research articles based on the academic subject of the audience

**NOTE: This workshop has two plans for the same sequence of activities.**

[The first one](#) contains notes about rationale and considerations for implementation. [The second one](#) lists the steps without the longer descriptions. As a workshop facilitator, make sure you are familiar with the details in the first plan. Once you know the rationales and considerations, you can use the second plan as an outline as you give the workshop.

## **Activity Plan, version 1 – with Rationales and Considerations**

- **Hook: True/False Activity (5 minutes)**

This activity is used the hook to the workshop and helps as a needs assessment where the facilitator can learn about the prior knowledge of the participants. For the True/False Activity, please prepare color-coded T/F cards (red for false and green for true). Instruct participants that they will be asked a few true and false questions and will need to show their answers by holding up the T/F card that corresponds to their answer. This activity will lead to a discussion based on the content of the true and false questions.

### **Steps:**

1. Distribute T/F cards in advance \*
  2. Read statement and participants will decide if statement (listed on PPT) is true or false by raising one card. For example, the red card is False and the green card is True
  3. Use activity as a discussion point and needs analysis
- \*Modification: If T/F cards are not available, participants can stand up/sit down

- **Overview of Abstract: What is an Abstract? (15 minutes)**

The next series of activities act as the introduction to the workshop. In these activities participants will learn the basic overview of abstracts, review submission guidelines, and discover reasons why abstracts do not get accepted.

### **Steps:**

1. Discuss features of Abstracts, Length, Linguistic Features

For this activity the facilitator turns to the participants to continue the needs assessment. It should be noted that many of the participants for this workshop have strong background knowledge of abstract writing and are aware of how to write an abstract. However, what participants need is to understand how to strengthen their abstract writing. Keep in mind many older professors and lecturers may feel insulted if their title and rank is not respected. This section serves as a general discussion and can be open to questions and comments from the audience.

2. Review submission guidelines from US Department of Energy

Given that many participants have already written abstracts, or are in the process of abstract writing for their research, it is helpful to review submission guidelines for an abstract. For this activity participants will examine a “real world” abstract guidelines from the US Department of Energy. It is important to point out that submission guidelines will vary and participants may need to modify an already existing abstracts if submitting to multiple journals. Therefore, it is critical that participants understand the importance of reading a submission guideline carefully.

3. Introduce 10 Reasons Why Abstracts are Not Accepted

This activity acts as checklist for the next activity. In this activity participants are given 10 possible reason why a publisher would not accept an abstract. It is important to avoid using negative words like “rejected” and try to use “not accepted” as much as possible.

4. Provide Accepted/Rejected Examples

Using “real world” examples, participants will examine reason why abstracts were accepted or not accepted.

5. Gather reasons from Participants

Turning the discussion to the audience, the facilitator will be able to check for understanding of the content and bridge any gaps the participants may have. This also allows professors and lectures the opportunity to share their own experience and knowledge. It is important to respect the participants title and rank.

6. Examine reasons from the Experts.

The last two slides in this section are several points made by experts in the academic writing field. This should help validate any points made during the previous discussion and information sharing sessions.

- Rubric Activity with SCOPUS Articles (10 – 15 minutes)

Participants will examine a rubric designed to evaluate the quality of an abstract. This rubric examines the information structure, sentence-level issues, and other issues. Participants may need to be instructed on what a rubric is and how to use it.

1. Handout copies of the rubric and examine the features of the rubric

The facilitator will distribute the rubric and explicitly explain each key feature of the rubric. Make sure each participant is aware of the features of the rubric and understands how they can use this rubric to evaluate their own abstracts. To help sell this point, the facilitator will lead a review of a scopus abstract using the rubric.

2. Using the abstract rubric participants will examine 3 abstracts

Distribute copies of the three abstracts and have participants work in small groups or partners (depending on the size of the groups). Please instruct participants that they will use the rubric to evaluate the abstracts for the features listed in the rubric. This activity allows the participant to have a hands on experience with the rubric and evaluate qualities of accepted rubrics.

- Rhetorical MOVES Activity (10 minutes)

In the final major activity for this workshop, participants will learn the importance of unity and coherence in an abstract. This will be done by examining Swales' five rhetorical moves found in abstract writing. These are moves that will allow an abstract to have coherence.

1. Discuss the five MOVES from Swales

Swales points out five rhetorical moves used in abstract writing. Using the slide titles “Rhetorical Moves” the facilitator will examine these five moves with participants.

2. Using an authentic abstract, number the MOVES used and discuss the value of each one

The next slide is from Swales and show an authentic text with the five moves explicitly labeled. Participants will see how the moves connect and the flow of ideas used.

3. Divide participant into small groups. Distribute an abstract and the MOVES chart in the form of sentence strips

To help evaluate the five moves, participants will do an activity that is designed to show how the five moves are uses. For this activity, small groups of participants will be given a group of sentence strips. Each sentence is part of an abstract; however, the sentences are rearranged and it it up to the participants to use the five moves to reorder the sentences to create an abstract that has unity and coherence.

4. Participants compete to put sentence strips in the correct order according to the MOVES chart

Participants in this workshop will arrange the sentences based on the five moves to create full abstract that has unity and coherence.

5. The first group who completes the abstract with accuracy wins!  
If the facilitator would like, they could have a prize for the winning group.

6. Discuss the value of each move in an abstract  
The facilitator will review the five moves and how each sentence in the activity relates to each move.

- Write an Abstract (30-40 minutes)

To demonstrate mastery of objectives, participants will be asked to write an abstract based on an authentic research article. It is important for the facilitator to search for the article in the field of the audience, so the text is familiar. It is also important to point out to participants that they do not need to read the article, but only scan it for the major content and important ideas, because this will be the information needed for the abstract.

1. Participants continue to work in small groups. Distribute short, authentic research articles.

Facilitator will print a short research based on the academic subject the audience teaches. Facilitator can use a database or google scholar to find an authentic research article. Keep in mind that it is best to find a shorter and easy to read article to keep the time limited for this activity.

2. Explain how students will analyze the article in order to write an abstract

In small groups, participants will read the short authentic research paper and analyze the paper using what they learned in the workshop. Remind participants that they should just scan the article. Participants do not need to read the full article in detail, because they will only include the information necessary for the abstract.

3. Using the MOVES chart, participants write the first draft of an abstract

The participants should use the five moves to deconstruct the elements of the short research article. Remind participants they only need to scan the article, as they will only be writing the abstract for this article.

4. Distribute materials for Gallery Walk activity. Participants transfer abstract written to a large paper and leave space for questions/compliments/suggestions. Address use of MOVES.

After each group is finished, they will write their abstract on a large piece of poster paper.

5. Label each “move” using a different color.

The participants will use the markers to label the moves found in their abstracts.

6. Tape first draft of abstract around the classroom

Each group will then post their abstracts on the walls in the room.

7. Show example of what it should look like after all the questions/compliments/suggestions and give participants time to write questions/compliments/suggestions.

Walking around the room, each group of participants will write questions/compliments/suggestions on the other groups abstracts. This will allow participants to demonstrate understanding of objectives because they can then evaluate their peers.

8. Return the first draft of abstracts to each group and provide time to revise. Allow participants to review the comments about their abstracts and give them time to revise their abstracts. This will allow participants to understand the process of writing an abstract and gain feedback from their peers.

- Kahoot or PowerPoint Review\*

To review the content of the workshop, participant can take a short interactive quiz. This quiz is designed using Kahoot and uses participants smart phones to answer questions. However, if internet and connection issues occur, there is a back up review powerpoint quiz. Follow instructions below for additional information about the review quiz.

## **References**

John M. Swales, Christine B. Feak (1994). *Academic Writing for Graduate Students Essential Tasks and Skills: A Course for Nonnative Speakers of English*, University of Michigan: Michigan

## **Activity Plan, version 2 – Outline/Directions only**

Hook: True/False Activity (5 minutes)

1. Distribute T/F cards in advance \*
2. Read statement and participants will decide if statement (listed on PPT) is true or false by raising one card. For example the red card is False and the green card is True
3. Use activity as a discussion point and needs analysis

\*Modification: If T/F cards are not available, participants can stand up/sit down

Overview of Abstract: What is an Abstract? (15 minutes)

1. Discuss features of Abstracts, Length, Linguistic Features
2. Review submission guidelines from US Dept. of Energy
3. Introduce 10 Reasons Why Abstracts are Not Accepted
4. Provide Accepted/Rejected Examples
5. Gather reasons from Participants
6. Examine reasons from Experts

Rubric Activity with SCOPUS Articles (10 – 15 minutes)

1. Hand out copies of the rubric and examine the features of the rubric
2. Using the abstract rubric participants will examine 3 abstracts

Rhetorical MOVES Activity (10 minutes)

1. Discuss the five MOVES from Swales
2. Using an authentic abstract, number the MOVES used and discuss the value of each one
3. Divide participant into small groups. Distribute an abstract and the MOVES chart in the form of sentence strips
4. Participants compete to put sentence strips in the correct order according to the MOVES chart
5. The first group who completes the abstract with accuracy wins!
6. Discuss the value of each move in an abstract

Write an Abstract (15 minutes)

1. Participants continue to work in small groups. Distribute short, authentic research articles.
2. Explain how students will analyze the article in order to write an abstract
3. Using the MOVES chart, participants write the first draft of an abstract
4. Distribute materials for Gallery Walk activity. Participants transfer abstract written to a large paper and leave space for questions/compliments/suggestions. Address use of MOVES.
5. Label each “move” using a different color.
6. Tape first draft of abstract around the classroom
7. Show example of what it should look like after all the questions/compliments/suggestions and give participants time to write questions/compliments/suggestions.
8. Return the first draft of abstracts to each group and provide time to revise.

## Kahoot or PowerPoint Review (depending on technology access)

### Kahoot instructions:

1. Participants take out mobile device. Display the Kahoot Activity: Straight to the Point: Writing Effective Abstracts for Publication on the board using a projector

([https://create.kahoot.it/?\\_ga=1.114990151.1113989497.1442634646#user/94d2d9ae-a92e-4ea4-951d-8c7f295e0db6/kahoots/created](https://create.kahoot.it/?_ga=1.114990151.1113989497.1442634646#user/94d2d9ae-a92e-4ea4-951d-8c7f295e0db6/kahoots/created))

2. Participants will go to kahoot.it and type in code provided on instructor's screen
3. At the kahoot.it link, there will be a short review quiz game for participants to take
4. Have fun!

### PowerPoint instructions:

1. If Internet connection becomes an issue, please use the PowerPoint slides to play the short review quiz game with participants.
2. Have fun!

### Quiz Questions

1. An abstract is a \_\_\_\_\_ of your completed research.
  - a. Lengthy
  - b. Short ← CORRECT**
  - c. Complicated
  - d. Serious
2. What verb tense(s) can be used in the abstract?
  - a. Past and present ← CORRECT**
  - b. Only past
  - c. Only present
  - d. Present progressive
3. Which of the following should not be used in the abstract?
  - a. Results
  - b. Graphs ← CORRECT**
  - c. Background
  - d. Recommendations
4. An abstract must be understandable to a \_\_\_\_\_ audience.
  - a. Wide ← CORRECT**
  - b. Specific
5. Which of the following should be avoided when writing abstracts?
  - a. Jargon
  - b. Charts
  - c. Contractions
  - d. All of the above ← CORRECT**



a. **Abstract Rubric**

Student:..... Consultant:..... Date: .....

| No.      | Criterion  | Excel-<br>lent |  | Satis-<br>factory |  | Below<br>reqmnt |
|----------|--|----------------|--|-------------------|--|-----------------|
| <b>1</b> | <b>information structure</b>                               |                |  |                   |  |                 |
| 1.1      | The information about background knowledge of the research |                |  |                   |  |                 |
| 1.2      | The description of the reasons behind the research         |                |  |                   |  |                 |
| 1.3      | The explanation of the qualitative/quantitative research   |                |  |                   |  |                 |
| 1.4      | The discussion of the result presented                     |                |  |                   |  |                 |
| 1.5      | The recommendations and conclusion statement               |                |  |                   |  |                 |
| <b>2</b> | <b>Sentence-level issues</b>                               |                |  |                   |  |                 |
| 2.1      | Sentence structure is accurate and effective               |                |  |                   |  |                 |
| 2.2      | Vocabulary is appropriate to audience/ document            |                |  |                   |  |                 |
| 2.3      | Noun phrases accurate: sing/pl, articles, generic/specific |                |  |                   |  |                 |
| 2.4      | Verbs: Tense choice and form are accurate                  |                |  |                   |  |                 |
| 2.5      | Active/passive forms and choice are appropriate            |                |  |                   |  |                 |
| 2.6      | Subjects and verbs agree                                   |                |  |                   |  |                 |
| <b>3</b> | <b>Other issues needing attention</b>                      |                |  |                   |  |                 |
|          |  |                |  |                   |  |                 |
|          |  |                |  |                   |  |                 |
|          |  |                |  |                   |  |                 |
|          |  |                |  |                   |  |                 |
|          |  |                |  |                   |  |                 |

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From [margaret.cargill@adelaide.edu.au](mailto:margaret.cargill@adelaide.edu.au)

### Abstract Sentence Strips

**Directions:** Organize the following pieces of the abstract in the correct order according to the moves chart.

Prekindergarten programs are expanding rapidly but evidence on their effects is limited.

Finally, we find some evidence that prekindergartens located in public schools do not have adverse effects on behavior problems.

We find that prekindergarten is associated with higher reading and mathematics skills at school entry. but also higher levels of behavior problems.

By the spring of first grade, estimated effects on academic skills have largely dissipated, but the behavioral effects persist.

Using rich data from Early Childhood Longitudinal Study, we estimate the effects of prekindergarten on children's school readiness.

Larger and longer lasting associations with academic gains are found for disadvantaged children.

## Answer

Prekindergarten programs are expanding rapidly but evidence on their effects is limited. Using rich data from Early Childhood Longitudinal Study, we estimate the effects of prekindergarten on children's school readiness. We find that prekindergarten is associated with higher reading and mathematics skills at school entry, but also higher levels of behavior problems. By the spring of first grade, estimated effects on academic skills have largely dissipated, but the behavioral effects persist. Larger and longer lasting associations with academic gains are found for disadvantaged children. Finally, we find some evidence that prekindergartens located in public schools do not have adverse effects on behavior problems.

# A move-based analysis of the conclusion sections of research articles published in international and Thai journals (Article)

Amnuai, W., Wannaruk, A.

School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology, Thailand

## Abstract

[View references \(33\)](#)

This paper reports on an analysis of the conclusion sections of English research articles published in Thai and **international** journals. A comparison was made between 20 conclusion sections in **international** journals and 20 conclusion sections in Thai journals written by Thai writers in the field of applied linguistics. The two corpora were analysed using Yang and Allison's (2003) move model. The results revealed that all three moves of the proposed model occurred in the two sets of data but with differences in their frequency of occurrence. There were no obligatory moves or steps in the two corpora. Move structures in the conclusion sections of the Thai corpus varied more from the proposed model than those of the conclusion sections in the **international** corpus. The findings could assist considerably in an understanding of the rhetorical move structure of the conclusion sections of research articles. In addition, they may yield implications for a pedagogical framework for the teaching of academic writing, syllabus design, and genre-based teaching and writing.

## Author keywords

Applied linguistics; Conclusion section; Genre analysis; Move analysis; Research article

ISSN: 01285157 Source Type: Journal Original language: English

Document Type: Article

## Expressing an evaluative stance in English and Malay research article conclusions: International publications versus local publications (Article)

Loi, C.-K.<sup>a</sup> , Lim, J.M.-H.<sup>b</sup> , Wharton, S.<sup>c</sup>

<sup>a</sup> PPIB, Universiti Malaysia Sabah, Jalan Sungai Pagar, Wilayah Persekutuan, Labuan, Malaysia

<sup>b</sup> PPIB, Universiti Malaysia Sabah, Jalan UMS, Kota Kinabalu, Sabah, Malaysia

<sup>c</sup> Centre for Applied Linguistics, University of Warwick, Coventry, United Kingdom

[View additional affiliations](#)

### Abstract

[View references \(51\)](#)

This paper constitutes a multidimensional explanation of an integration of genre-based knowledge and evaluative stance in the context of academic arguments employed in the conclusion sections of English and Malay research articles. For this purpose, it draws on an analysis of the features in Appraisal theory (Martin & Rose, 2003) integrated with an analysis of communicative purposes within a genre analysis framework (Swales, 1990, 2004). Among others, the findings include the observation that evaluative and dialogic stances jointly produce rhetorical effects in both English and Malay conclusions. English conclusions contain a subtle balance of assertion and mitigation while Malay conclusions tend to contract dialogic space and thus could be interpreted as less reader-friendly. This suggests that evaluation and the meaning potential of the genre are experienced and valued differently by scholars publishing in these two different scientific communities (**international** and local). This variation seems to be due to linguistic, contextual, and potential social cultural influences within the two academic discourse communities. The present study has pedagogical implications in the English for Academic Purposes (EAP) classroom. © 2015 Elsevier Ltd.

## Collaboration strategies for publishing articles in international journals - A study of Polish scientists in economics (Article)

Lopaciuk-Goncaryk, B.

Faculty of Economic Sciences, University of Warsaw, Poland

### Abstract

[View references \(54\)](#)

This study investigates the importance of co-authorship ego-networks to scientific performance. In particular, the focus is on Polish researchers in economics, who need 'catch-up strategies' to aid them in publishing papers in **international** journals. Brokerage is identified as one of the most important correlatives of publishing success. However, in many cases, the best performers are smart collaborators who take advantage of the benefits of both bridging and bonding social capital. In general, co-authorship itself does not provide an advantage. Instead, a proper collaboration strategy appears to be more important. Additionally, embeddedness of authors within their affiliations should be considered. © 2015 Elsevier B.V.

### Author keywords

Brokerage; Co-authorship network; Collaboration strategies; Multilevel analysis; **Publication** performance; Social capital

ISSN: 03788733 Source Type: Journal Original language: English

DOI: 10.1016/j.socnet.2015.07.001 Document Type: Article

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# ENGLISH LANGUAGE PROGRAMS

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## **Straight to the Point: Writing Effective Abstracts for International Publication**



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### **Goal**

By joining this workshop, the participants will be able to identify the qualities of effective abstract and improve the ability to write an abstract for international publication.



## Activities

- Quiz: true or false about abstract? (5 mins)
- Short presentation: definition and feature of an abstract (10 mins)
- Evaluating scopus abstracts based on a rubric (15 min)
- Games: Sentence strip activity (15 mins)
- Writing your own abstract (20 mins)
- Kahoot Quiz (10 mins)
- Wrap up and discussion (15 min)



## True and False Quiz

- An abstract is a short summary of your completed research.
- It must be understandable to a specific or small audience.
- It's best if the title conveys the overall point of the abstract.
- The body of the abstract should include charts, tables, figures, or spreadsheets.
- The results and conclusion should not be included.





## Audiences (you) are the experts

According to you:

- What is abstract?
- What are the elements of abstract?
- What are the characteristics of a good abstract for international publication?



## Features of Abstracts

1. Mini-text.
  - Short summary of topic, methodology, and main findings.
  - "Elevator introduction"
2. Screening Devices.
  - Readers decide if they want to continue reading.
3. Previews.
  - Road-map for the readers.
4. Indexing help.
  - Assists journal reviewers and editors.

(Huckin, 2001)



## Abstract Length (Orasan, 2001)

| Field                   | # of Sentences | Average # of Words |
|-------------------------|----------------|--------------------|
| Computer Science        | 9.6            | 232                |
| Chemistry               | 8.6            | 215                |
| Artificial Intelligence | 8.2            | 166                |
| Biology                 | 7.9            | 196                |
| Anthropology            | 6.2            | 158                |
| Linguistics             | 5.8            | 150                |
| Overall Avg.            | 7.4            | 175                |



### Language Focus: Linguistic Features of Abstracts

On the basis of her research into abstracts from a wide range of fields, Naomi Graetz (1985) gives these linguistic specifications as characteristic of abstracts:

1. the use of full sentences
2. the use of the past tense
3. the use of impersonal passive
4. the absence of negatives
5. the avoidance of "abbreviation, jargon, symbols and other language shortcuts that might lead to confusion."



## Tense Use Varies

Past tense should mostly used in social sciences

Past tense shifts into the present tense more in physical sciences: physics, chemistry, astrophysics.

Present tense (when permitted), “can create liveliness and contemporary relevance” (Swales, 1994)



## Personal Stance shifts to Present tense

Physicist and chemists tend to take a strong personal stance.

- We discuss...
- We compute...
- We show...
- We argue...
- We conclude...

(Swales, 1994)



Now let us see some examples of submission guideline for an abstract!



U.S. Department of Energy  
Office of Science  
Workforce Development for Teachers and Scientists  
Summer Internships (SULI, CCL, F&ST, PST)

Sample of submission guideline

**Abstract Evaluations and Eligibility for Publication**

Your abstract must be submitted at the end of your term and will be considered for publication in the *Journal of Undergraduate Research*. All abstracts will be evaluated based on the criteria and scoring rubrics described below. Qualifiers have been written into the scoring rubrics to account for circumstances where research was not completed by the end of your internship period.

All abstracts that:

1. meet the DOE quality mission science criterion,
2. reflect quality research involvement, and
3. score above a predetermined value on the research abstract rubric

will be accepted for publication in the *Journal of Undergraduate Research* and may or may not require minor editing.

Abstracts that meet mission science criterion and reflect quality research involvement, but score below the predetermined value may also be considered for publication pending revision as directed by Headquarters and your Laboratory Education Director.

Abstracts that exceed the word limit will not be accepted or scored since abstracts that exceed 2500 characters will be truncated and unsuitable for publication.

Please see the EduLink "Key Resources & Information Page." to view sample abstracts with accompanying scores.



## Top 10 Reasons Nursing Abstracts Are Not Accepted

1. Title does not summarize content
2. Research question or purpose is not clear or is not congruent with methods
3. Methods are not aligned with results
4. Results section fails to report results
5. Importance or significance of the topic to nursing is underdeveloped



## Top 10 Reasons Nursing Abstracts Are Not Accepted

6. Conclusions are not supported by the data
7. Implications for nursing research, practice or education are not supported by results
8. Template headings are missing
9. Grammatical errors and writing problems
10. Jargon is confusing or undefined

<http://www.westerninstituteofnursing.org/abstracts/abstracts.html>

Western Institute of Nursing  
3455 SW Veterans Hospital Rd  
Portland, OR 97259-2942





## Accepted or Rejected?

### Abstract

This paper presents and assesses a framework for an engineering capstone design program. We explain how student preparation, project selection, and instructor mentorship are the three key elements that must be addressed before the capstone experience is ready for the students. Next, we describe a way to administer and execute the capstone design experience including design workshops and lead engineers. We describe the importance in assessing the capstone design experience and report recent assessment results of our framework. We comment specifically on what students thought were the most important aspects of their experience in engineering capstone design and provide quantitative insight into what parts of the framework are most important.

### Abstract

The greatest obstacle to the development of policies for the curtailment of gender bias is lack of information on the scope and effects of the problem. This study represents an attempt to quantify attitudes toward gender bias among profession women engineers working in the State of Kuwait. The major findings that emerged were as follows: a) Since 1970, Kuwait has witnessed an enormous growth rate in the participation of women in higher education. b) With respect to the job-related factors of salary scale, professional treatment, responsibility, benefits, and vacation, a clear majority (68%) of the professional Kuwaiti women engineers surveyed expressed a feeling of equality with or even superiority to their male counterparts. c) The one job-related factor in which significant gender bias was found to be in operation was that of promotion to upper management positions. In this criterion, the women engineers surveyed felt "less than equal" to their male colleagues.

Vs.

ENGLISH  
LANGUAGE  
PROGRAMS

The World is  
Your Classroom



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## Abstract 1: Accepted or Rejected?

### Abstract

The greatest obstacle to the development of policies for the curtailment of gender bias is lack of information on the scope and effects of the problem. This study represents an attempt to quantify attitudes toward gender bias among profession women engineers working in the State of Kuwait. The major findings that emerged were as follows: a) Since 1970, Kuwait has witnessed an enormous growth rate in the participation of women in higher education. b) With respect to the job-related factors of salary scale, professional treatment, responsibility, benefits, and vacation, a clear majority (68%) of the professional Kuwaiti women engineers surveyed expressed a feeling of equality with or even superiority to their male counterparts. c) The one job-related factor in which significant gender bias was found to be in operation was that of promotion to upper management positions. In this criterion, the women engineers surveyed felt "less than equal" to their male colleagues.

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### Abstract

This paper presents and assesses a framework for an engineering capstone design program. We explain how student preparation, project selection, and instructor mentorship are the three key elements that must be addressed before the capstone experience is ready for the students. Next, we describe a way to administer and execute the capstone design experience including design workshops and lead engineers. We describe the importance in assessing the capstone design experience and report recent assessment results of our framework. We comment specifically on what students thought were the most important aspects of their experience in engineering capstone design and provide quantitative insight into what parts of the framework are most important.



### A Well Written Abstract

**Article Title:** Women Engineers in Kuwait: Perception of Gender Bias

**Authors:** P.A. Koushi, H.A. Al-Sanad, and A.M. Larkin of Kuwait University

- This abstract begins with a succinct statement of the problem and the objective of the paper.
- Overall results are clearly presented.

### A Poorly Written Abstract

**Article Title:** Elements of an Optimal Experience

**Authors:** Shall remain unnamed 😊

#### **Abstract**

This paper presents and assesses a framework for an engineering capstone design program. We explain how student preparation, project selection, and instructor

#### **Critique:**

- This abstract begins well with a concise statement of the objectives of the paper, but then wanders from good technical writing style from there.
- The abstract is written in the first person (e.g. "We explain...", "We discuss...", "We comment...", etc.).
- No results are presented. This poorly written abstract describes only the organization of the paper.
- Instead, the abstract should summarize the actual results and how they were obtained.

| No. | Criterion  | Excellent | Satisfactory | Below requirement |
|-----|--|-----------|--------------|-------------------|
| 1   | <b>information structure</b>                               |           |              |                   |
| 1.1 | The information about background knowledge of the research |           |              |                   |
| 1.2 | The description of the reasons behind the research         |           |              |                   |
| 1.3 | The explanation of the qualitative/quantitative research   |           |              |                   |
| 1.4 | The discussion of the result presented                     |           |              |                   |
| 1.5 | The recommendations and conclusion statement               |           |              |                   |
| 2   | <b>Sentence-level issues</b>                               |           |              |                   |
| 2.1 | Sentence structure is accurate and effective               |           |              |                   |
| 2.2 | Vocabulary is appropriate to audience/ document            |           |              |                   |
| 2.3 | Noun phrases accurate: sing/pl, articles, generic/specific |           |              |                   |
| 2.4 | Verbs: Tense choice and form are accurate                  |           |              |                   |
| 2.5 | Active/passive forms and choice are appropriate            |           |              |                   |
| 2.6 | Subjects and verbs agree                                   |           |              |                   |
| 3   | <b>Other issues needing attention</b>                      |           |              |                   |



## A move-based analysis of the conclusion sections of research articles published in international and Thai journals (Article)

Amnuai, W., Wannaruk, A.

School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology, Thailand

### Abstract

[View references \(33\)](#)

This paper reports on an analysis of the conclusion sections of English research articles published in Thai and **international** journals. A comparison was made between 20 conclusion sections in **international** journals and 20 conclusion sections in Thai journals written by Thai writers in the field of applied linguistics. The two corpora were analysed using Yang and Allison's (2003) move model. The results revealed that all three moves of the proposed model occurred in the two sets of data but with differences in their frequency of occurrence. There were no obligatory moves or steps in the two corpora. Move structures in the conclusion sections of the Thai corpus varied more from the proposed model than those of the conclusion sections in the **international** corpus. The findings could assist considerably in an understanding of the rhetorical move structure of the conclusion sections of research articles. In addition, they may yield implications for a pedagogical framework for the teaching of academic writing, syllabus design, and genre-based teaching and writing.

### Author keywords

Applied linguistics; Conclusion section; Genre analysis; Move analysis; Research article

ISSN: 01285157 Source Type: Journal Original language: English

Document Type: Article

## Expressing an evaluative stance in English and Malay research article conclusions: International publications versus local publications (Article)

Loi, C.-K.<sup>a</sup>, Lim, J.M.-H.<sup>b</sup>, Wharton, S.<sup>c</sup>

<sup>a</sup> PPIB, Universiti Malaysia Sabah, Jalan Sungai Pagar, Wilayah Persekutuan, Labuan, Malaysia

<sup>b</sup> PPIB, Universiti Malaysia Sabah, Jalan UMS, Kota Kinabalu, Sabah, Malaysia

<sup>c</sup> Centre for Applied Linguistics, University of Warwick, Coventry, United Kingdom

[View additional affiliations](#)

### Abstract

[View references \(51\)](#)

This paper constitutes a multidimensional explanation of an integration of genre-based knowledge and evaluative stance in the context of academic arguments employed in the conclusion sections of English and Malay research articles. For this purpose, it draws on an analysis of the features in Appraisal theory (Martin & Rose, 2003) integrated with an analysis of communicative purposes within a genre analysis framework (Swales, 1990, 2004). Among others, the findings include the observation that evaluative and dialogic stances jointly produce rhetorical effects in both English and Malay conclusions. English conclusions contain a subtle balance of assertion and mitigation while Malay conclusions tend to contract dialogic space and thus could be interpreted as less reader-friendly. This suggests that evaluation and the meaning potential of the genre are experienced and valued differently by scholars publishing in these two different scientific communities (**international** and **local**). This variation seems to be due to linguistic, contextual, and potential social cultural influences within the two academic discourse communities. The present study has pedagogical implications in the English for Academic Purposes (EAP) classroom. © 2015 Elsevier Ltd.

## Collaboration strategies for publishing articles in international journals - A study of Polish scientists in economics (Article)

Lopaciuk-Goncaryk, B.

Faculty of Economic Sciences, University of Warsaw, Poland

[View references \(54\)](#)

### Abstract

This study investigates the importance of co-authorship ego-networks to scientific performance. In particular, the focus is on Polish researchers in economics, who need 'catch-up strategies' to aid them in publishing papers in **international** journals. Brokerage is identified as one of the most important correlates of publishing success. However, in many cases, the best performers are smart collaborators who take advantage of the benefits of both bridging and bonding social capital. In general, co-authorship itself does not provide an advantage. Instead, a proper collaboration strategy appears to be more important. Additionally, embeddedness of authors within their affiliations should be considered. © 2015 Elsevier B.V.

### Author keywords

Brokerage; Co-authorship network; Collaboration strategies; Multilevel analysis; **Publication** performance; Social capital

ISSN: 03788733 Source Type: Journal Original language: English

DOI: 10.1016/j.socnet.2015.07.001 Document Type: Article

## Rhetorical Moves

Research in various fields finds 5 “rhetorical moves” used in most successful abstracts.

Moves Chart

| Move # | Typical Labels                                     |                                  |
|--------|--|----------------------------------|
| Move 1 | Background/introduction/situation                  | What do we know about the topic? |
| Move 2 | Present research/purpose                           | Why is the topic important?      |
| Move 3 | Methods/materials/subjects/procedures              | How was it done?                 |
| Move 4 | Results/findings                                   | What was discovered?             |
| Move 5 | Discussion/conclusion/implications/recommendations | What do the findings mean?       |

(Swales, 1994)

## Rhetorical Moves Examples

|   |        |
|---|--------|
| <p><i>Abstract</i></p> <p>① The object of this study was to evaluate postpartum women for psychiatric symptomatology including cognitive disturbances, anxiety, depression, and anger to better meet their needs for support and involve them in the care of their infants.</p>   |        |
| <p>② We interviewed 52 postpartum mothers at the Bronx Lebanon Hospital Center within 5 days of delivery and determined the presence of psychiatric symptoms using the 29-item Psychiatric Symptom Index.</p>   | Move 2 |
| <p>③ Despite the fact that adult mothers were happier when they were pregnant (71.4% versus 29.4%; <math>p = 0.010</math>) and less likely to be worried about their baby's health (25.7% versus 52.9%; <math>p = 0.003</math>), adult mothers demonstrated higher depressive symptomatology (<math>p = 0.009</math>), higher amounts of anger (<math>p = 0.004</math>), and greater overall psychiatric symptomatology (<math>p = 0.005</math>) than adolescent mothers.</p> | Move 3 |
| <p>④ Mothers whose infants were in the neonatal intensive care unit did not report significantly higher psychiatric symptomatology than mothers whose infants were healthy.</p>   | Move 4 |
| <p>⑤ Physicians need to be aware of the high levels of depression and anger present among postpartum women so appropriate support can be given.</p>   | Move 5 |

(Swales, 1994)



## Time to write your own abstract!

- 1) In groups you will be given a short research article without an abstract. It is your group's task to create an abstract for your article.
- 2) Analyze the article and use the moves chart to write your abstract.
- 3) After each group has finished writing their abstracts, we will display the abstracts around the room and have a "gallery walk"
- 4) During the "gallery walk" your group will identify and label the other abstracts and provide comments to other groups about their abstracts.
- 5) After the gallery walk your group will revise your first draft of your abstract and discuss the effectiveness of your moves.



# Kahoot Quiz Review

1) Using your mobil phone please go to:

**kahoot.it**

2) Enter the code provided by the speaker.



U.S. DEPARTMENT OF STATE

Thank you for your time.

Any question?



U.S. DEPARTMENT OF STATE

# Strategies for Effective Proofreading and Editing for Professional Publications

## Workshop Plan

**Title** Strategies for Effective Proofreading and Editing for Professional Publication

*Contributors: Jeremy Beal, Sultan Stover, Christian Albert Lewier, Jenny H. Pakasi*

### Goals

- Participants will be able to edit mechanical errors, basic grammatical errors, and sentence errors, such as sentence fragments and run-on sentences, subject-verb agreement, and verb tense, in articles they are preparing for publication.
- Participants will identify possible patterns of error in their writing.
- Participants will be able to use effective strategies for editing and proofreading.

**Time required** 2-3 hours

### Materials

- Grammar/strategy checklist and online resources for editing (one copy for each participant)
- One-page sample paper for jigsaw activity (one copy for each participant)
- Participants should each bring a paper that they are preparing for publication.

### Pre-workshop preparation

Ideally, before the workshop, have participants fill out the grammar checklist. Then alter the sample paper to include the errors they indicate that they struggle with. In most cases, though, you will probably just need to guess what these will be and include those types of error. The sample paper provided here includes the following error types, which are common for Indonesian writers: capitalization, spacing, spelling, verb form (including verb tense, subject-verb agreement, and modals), run-on sentences, sentence fragments, clause with missing subject or verb, and singular/plural nouns.

### Activities

#### **Warm-up: Freewriting** (10-15 minutes)

Participants write for five minutes based on the following prompt: “Tell about a course you teach or have taken. What do you enjoy about the class? What are some successes and difficulties you or your students have in the class?” Trade papers with a partner. The partner comments on one thing to improve about the writing.

#### **Grammar checklist** (10-15 minutes)

The purpose of this activity is for participants to reflect on what areas of grammar they understand well. It will also give the presenter(s) an idea of what participants can do. Distribute one checklist to each participant. Give about 3-4 minutes to complete the checklist. Discuss the results in small groups. (This will allow the participants to help each other understand the grammar items on the checklist. The presenter can monitor to assess what areas participants struggle with most and possibly give feedback and

explanations.) Finally, have each group choose one area they struggle with from the checklist and share it with the whole group. Save the checklist to use during peer editing activities later in the workshop.

### **Strategy checklist (10 minutes)**

Have participants complete the strategy checklist. Have a brief discussion about these strategies.

### **Editing practice jigsaw (30 minutes or more)**

Split participants into four or more groups. Distribute a copy of the sample paper to each participant. Assign each group a different editing task and explain how to mark the error in the paper. For example, one group could find all the sentence fragments, another group could mark errors in singular/plural forms, and so on. Ideally, these tasks should be related to areas of weakness that were reported during the grammar checklist activity. Next, form new groups consisting of one person from each of the previous groups. Group members should each discuss the editing task they did in the previous group, pointing out all the errors they discovered. Next, the groups should decide how to correct each error. During the activity, monitor and assist as needed, making note of any difficulties the participants are having. When the groups have finished, give a brief explanation of any difficulties you noticed and point out any grammar errors that the groups missed. This feedback will act as a quick review of basic writing errors.

### **Peer editing (40 minutes or more)**

Form groups of three or four. Using their own written work (each participant should bring a paper they are working on to the workshop), have participants edit each other's work. At least two people should edit each paper. (If the papers are long, they could edit just a portion of the work). Afterwards, peer editors discuss what they marked with the author, identifying any error patterns. Compare the grammar checklist the author completed at the beginning of the workshop with the error patterns discovered while peer editing. Discuss any differences between the author's perception and their actual error patterns.

### **Question and answer session (15 minutes or more)**

Allow participants to ask questions and comment about any of the material from the workshop and about the results of the peer-editing activity. Point out the online resources for editing printed on the error coding handout.

**Notes**

Have a couple sample papers prepared in case some participants do not bring their own paper to the workshop.

**Further Resources**

The Purdue Online Writing Lab (OWL) has several web pages on proofreading, such as general strategies (<https://owl.english.purdue.edu/owl/resource/561/01/>) and specific errors (<https://owl.english.purdue.edu/owl/resource/561/02/>).



### Grammar Knowledge Checklist

(Adapted from Ferris, D. (2014). *Language power: Tutorials for writers*. Boston, MA: Bedford/St. Martin's, pp. xiv-xvi.)

**A.** The following chart contains several foundational areas of language knowledge. Please indicate your confidence level with each.

| Area of knowledge  | Very confident | Somewhat confident | Not confident | Not sure what it means |
|--|----------------|--------------------|---------------|------------------------|
| Identifying parts of speech of individual words in a sentence        |                |                    |               |                        |
| Identifying the subject and predicate (verb) in a clause or sentence |                |                    |               |                        |
| Identifying different phrase types                                   |                |                    |               |                        |
| Distinguishing between dependent and independent clauses             |                |                    |               |                        |
| Identifying sentence types and how to punctuate them                 |                |                    |               |                        |

**B.** The following chart lists common problems with grammar and mechanics. Please indicate how much you struggle with each of these problems.

| Issue or error   | Frequently struggle with | Sometimes struggle with | Never struggle with | Not sure what it means |
|--|--------------------------|-------------------------|---------------------|------------------------|
| Wordy or awkward sentences   |                          |                         |                     |                        |
| Limited vocabulary or repetition                                   |                          |                         |                     |                        |
| Lack of connectors or transitions between sentences and paragraphs |                          |                         |                     |                        |
| Misuse of passive voice  |                          |                         |                     |                        |
| Incorrect word choice  |                          |                         |                     |                        |
| Informal word choice   |                          |                         |                     |                        |

|  |  |  |  |  |
|--|--|--|--|--|
| Word form                                |  |  |  |  |
| Commas                                   |  |  |  |  |
| Apostrophes                              |  |  |  |  |
| Punctuation in general                   |  |  |  |  |
| Pronoun reference                        |  |  |  |  |
| Verb tenses                              |  |  |  |  |
| Subject-verb agreement                   |  |  |  |  |
| Sentence boundaries (run-ons, fragments) |  |  |  |  |
| Noun plurals                             |  |  |  |  |
| Articles ( <i>a, an, the</i> )           |  |  |  |  |
| Verb phrases                             |  |  |  |  |
| Preposition usage                        |  |  |  |  |
| Other (please explain)                   |  |  |  |  |

#### Editing strategy checklist

| Strategy  | I always do this | I sometimes do this | I never do this |
|---|------------------|---------------------|-----------------|
| Leave time between writing and final editing                          |                  |                     |                 |
| Read the paper aloud  |                  |                     |                 |
| Focus on specific known areas of weakness                             |                  |                     |                 |
| Use online resources to check for errors or research language choices |                  |                     |                 |
| Use word-processing software to check for errors                      |                  |                     |                 |
| Ask someone else to proofread or edit                                 |                  |                     |                 |

#### Online resources for editing

Purdue Online Writing Lab (OWL): <https://owl.english.purdue.edu/owl/>

### Sample Paper

Facebook, Hi 5, Tuenti, Orkut, and Twitter, the world is more connected than ever before in history due to the social network. We can stay in touch with our friends wherever they are and exchange personal information about our everyday lives. The most successful of the social networks in the world today is Facebook. Its creator Mark Zuckerberg, who owns a quarter of Facebook's shares, is at the age of 26 the youngest multi-billionaire in the world. Perhaps when he created Facebook along with his co-creators, he could never have imagined the impact that it would have around the world. Initially intended for the exclusive use of an elite group, students at a few Ivy League schools and Stanford, its popularity and use quickly spread to other universities and today more than 12% of the world's population is online as users. Why Facebook so successful? Well, first of all, we can't deny its coolness factor, something about it makes you want to be a part of it and if you aren't, you feel somehow out of touch, like you are not keeping up with the times, or like you are missing out on something big. Then, there is the fact that having a Facebook page in some way puts you on the map. You become part of a huge community, one with which you can share and exchange personal information, pictures, have a conversation, express your thoughts, and receive feedback, all at the same time. All of these things help you to ultimately feel a lot more connected to those people in your network even if the connection is only a virtual one.

Of course, there is some concern about Facebook some people are worried about their personal privacy. Who really has access to your personal information? Could it be used against you? What about the possibility of being stalked by an ex-partner or other people who just want to get information about you? Some people concerned about child predators that often 'friend' naive young children and teens with ulterior sexual motives. Then, there is the subtle fact that Facebook may even manipulate us and that it is changing how we as consumers act. When you press 'like' or 'dislike' in response to an advertisement or topic. You are actually providing statistical data to marketers and revealing yourself as a potential client. Another very important thing that is probably of more concern to repressive governments than to the average person is the so-called *Facebook Revolution*, the use of digital technology among youth to

mobilize for a change in the status-quo. president Obama's campaign managers use it successfully for the first time during his presidential campaign to organize a grass-roots movement. Recent uprisings in some Arab countries and in other parts of the world have shown how effective it can be for discontented youth to have a wide ranging, accessible forum to express their feelings and to provide them a means of mobilizing a social movement. Just recently in New York City a movement to occupy Wall Street has taken hold and has now spread to over 82 countries around the world. The organization of these protests is supported and maintained by social networks.

There is no doubt that Facebook is truly a phenomenon and its creators has only just scratched the surface of its potential. Already, many changes is being made as to how we can use it and its many applications. Is a powerful means of communication and one that has changed how a generation interacts, and how the world interacts. It has made the world a much smaller place and has facilitated communication between people like nothing before since the telephone.

### Sample Paper—Error Correction Key

Facebook, Hi 5, Tuenti, Orkut, and Twitter, the world is more connected than ever before in history due to the social network. We can staying in touch with our friends wherever they are and exchange personal information about our everyday lives. The most successful of the social networks in the world today is Facebook. Its creator mark zuckerberg, who owns a quarter of Facebook's shares, is at the age of 26 the youngest multi-billionaire in the world. Perhaps when he create Facebook along with his co-creators, he could never have imagined the impact that it would have around the world. Initially intended for the exclusive use of an elite grup, students at a few Ivy league schools and Stanford, its popularity and use quickly spread to other universities and today more than 12% of the world's population is online as users. Why Facebook so successful? Well, first of all, we can't deny its coolness factor, something about it makes you want to be a part of it and if you aren't, you feel its coolness factor. Something about it makes you want to be a part of it... somehow out of touch, like you are not keeping up with the times, or like you are missing out on something big. Then, there is the fact that having a Facebook page in some way puts you on the map. You become part of a huge community, one with which you can sharing and exchange personal informations, picture, have a conversation, express your thought, and receive feedback, all at the same time. All of these thing help you to ultimately feel a lot more connected to those people in your network even if the connection is only a virtual one.

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cap: President

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vf: used  
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Frag: It is a powerful means of communication  
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facilitated communication between people like nothing before since the telephone.

# ENGLISH LANGUAGE PROGRAMS

*The World is  
Your Classroom*

## Strategies for Effective Proofreading and Editing for Professional Publication



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Bureau of Educational and Cultural Affairs  
Office of English Language Programs



### Goals of This Workshop

- Discuss the following questions with the person next to you.
  - What are your personal goals in regards to academic writing?
  - Who do you work with when proofreading your professional work?





## Warm-up Activity

- **Freewriting and Peer Editing:** Write for five minutes making sure you are writing something the entire time. Choose a partner to exchange your writing with and find a common mistake (only one). Share with the person your thoughts and opinions about their writing.
  - **Writing Topic:**

Tell about a course you teach or have taken. What do you enjoy about the class? What are some successes and difficulties you or your students have in the class?



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## Strategy Checklist

- Instructions
  - Complete the strategy checklist
  - Which strategies do you think are most useful? Why?
  - Are there any other proofreading or editing strategies that are not on the list?

\*Save checklist to use in later activity.



## Editing Practice

**Groups 1:** Underline all verb form errors. Mark with **'vf.'**

**Group 2:** Underline all singular/plural errors. Mark with **'sing'** or **'pl.'**

**Group 3:** Underline all sentence fragments or run-on sentences. Mark with **'Frag'** or **'RO.'**

**Group 4:** Underline all spelling and capitalization errors. Mark with **'sp'** or **'cap.'**





## Editing Practice: New groups

1. Show your new group all the errors that your previous group discovered.
2. As a group, decide how to correct each error.



## Common Verb Errors

- Verb tense

Use the correct verb tense to express when actions occur.



| Base: | Present:   | Past:    | Past Participle: |
|-------|------------|----------|------------------|
| Be    | is/am/are  | was/were | been             |
| play  | play/plays | played   | played           |

Pay close attention to regular and irregular verb forms.





## Common Verb Errors

- Verb tense

Mark Zuckerberg create Facebook.



Mark Zuckerberg created Facebook.



## Verb errors: modals

- Modals (can, could, may, should, will, might, would, must, etc.) must be followed by the base form of the verb.

We can staying in touch with our friends.



We can stay in touch with our friends.





## Sentence fragments

- Missing subject

Facebook is changing our lives. Is a powerful means of communication.



Facebook is changing our lives. It is a powerful means of communication.



## Sentence fragments

- Missing verb:

Why Facebook so successful?



Why is Facebook so successful?

Some people concerned about it.



Some people are concerned about it.





## Sentence fragments

- Incomplete thought

When you press 'like' in response to a topic.

You are providing data to marketers.



When you press 'like' in response to a topic, you  
are providing data to marketers.



## Run-on sentences

- End a sentence with a period; begin a sentence with a capital letter.

Of course, there is some concern about Facebook.  
some people are worried about their privacy.



Of course, there is some concern about Facebook.  
Some people are worried about their privacy.







## Run-on sentences

- Don't connect sentences with a comma.

We can't deny its coolness factor, something about it makes you want to be a part of it.



We can't deny its coolness factor. Something about it makes you want to be a part of it.



## Errors using singular/plural

- Plural: more than one of something or referring to something in general

You can share personal information, picture, and your thought.



You can share personal information, pictures, and your thoughts.





## Errors using singular/plural

Some people are concerned about child predator.



Some people are concerned about child predators.



## Practice: Peer editing

Groups of 3-4:

1. Read each other's papers.
2. Underline and mark errors with the symbols below.
3. Discuss and correct the errors together.

Error symbols:

|                          |                     |
|--------------------------|---------------------|
| Frag: sentence fragment  | RO: run-on sentence |
| sing/pl: singular/plural | vf: verb form       |
| sp: spelling             | cap: capital letter |





## Practice: peer editing

Discuss:

1. What types of error you make most often?
2. Are these the same as the errors you marked on your grammar checklist?
3. What types of error do you still need to learn more about?



# Q & A





# Keep Calm and Respond to Reviewers' Reviews

## Workshop Plan

**Title** Keep Calm and Respond to Reviewers' Reviews

*Contributors: Samar Aal and Sisilia S. Halimi*

**Goal** By the end of this workshop, the participants will be able to respond professionally and effectively to reviewers' and responses through

- understanding the review process
- using politeness strategies and hedging to respond to editor' reviews, and
- expressing stances clearly.

### Materials

- PowerPoint presentation, projector
- Handouts
  1. Sample reviewer comments (1 per small group)
  2. Sample of author responses (1 per small group)
  3. Academic writing style: Hedging (1 per participant)
  4. Authors' response to the review comments (1 per participant)
  5. Respond to reviewer (1 per participant)

### Before the workshop

- Ask participants to bring authentic responses from editors on their own paper
- Review and adapt Powerpoint presentation
- Review plan and handouts, highlighting the information you want to emphasize in the activities (e.g., how authors stand their ground in responses)
- Make copies of handouts

### Activities

#### Introductions and Overview

Introduce yourselves and go through the first few slides to present the goals and objectives of the workshop.

#### The Review Process

Presenter reviews the three responses that editors give for submitted manuscripts

*See slide "Reviewer's Responses" – Accept, Reject, Revise and Resubmit*

Presenter elicits and discusses the review process.

*See slide "The Stages of the Review Process"*

#### Responding to Reviews – General Guidelines

Presenter gives handout 1 and asks the participants to discuss the samples response from reviewers in small groups. The presenter asks how each comment makes the participant feel and why?

Presenter brainstorms suggestions as to how to react to reviewers' responses and discusses general rules of thumb of how to react professionally.

*See slides "How to React to Comments" and "Some General Rules"*

Presenter shows 4 different responses from authors on the slides and collectively discuss them in terms of language use-verbs-style-tone. *Responses are on the slide and also on Handout 2*

### **Responding to Reviews – Hedging for Politeness**

Presenter discusses the language components/ politeness strategies/hedging use in the responses, gives examples and do the activity with them. Handout 3

*See slide "Politeness Strategies" and "Hedging as a Politeness Strategy" and the slide/handout with the list of eight hedging strategies.*

### **Analysis of Authors' Responses**

Presenter gives handout 4 and asks participants to analyze the 3 different responses from authors to a review's comment. (pair work) While discussing their analysis, the presenter points out how authors can disagree with the reviewer and stand their ground professionally.

### **Practice: Writing a Response**

Presenter asks participants to write a good response using politeness strategy and hedging to respond to the comment from reviewer (in pairs) handout 5

Class discussion

The presenter asks participants to share the comments they have previously received from editors and work as whole class to give responses.

**Closure: Summarize/overview and sharing resources.**

### **Notes**

Participants might not bring their papers with comments from other reviewers; have some authentic comments ready to discuss in case this happens. You might collect some reviewer comments from your colleagues who have submitted manuscripts. You might collect some examples from online sources.

## References and Further Resources

*These two small books guide graduate students through the process of publication and are also useful for other academic writers*

- *Navigating Academia: Writing Supporting Genres* by John M. Swales and Christine B. Feak. Michigan: The University of Michigan Press 2011
- *Creating Contexts: Writing Introductions across Genres* by Christine B. Feak and John M. Swales . Michigan: The University of Michigan Press 2011

*American Journal Experts has sound advice, including examples of how to make some very direct comments more polite when responding* <http://expertedge.aje.com/wp-content/uploads/downloads/2013/08/AJE-Responding-to-Reviewers.pdf>

*The academic publishing company Elsevier has compiled succinct tips for authors in this 2015 article by Lucy van Hilten “3 top tips for responding to reviewer comments on your manuscript”* [m https://www.elsevier.com/authors-update/story/publishing-tips/3-top-tips-for-responding-to-reviewer-comments-on-your-manuscript](https://www.elsevier.com/authors-update/story/publishing-tips/3-top-tips-for-responding-to-reviewer-comments-on-your-manuscript)

*This article by Mriganka Awati contains a good summary of many of the points you have learned in this workshop* <http://www.editage.com/insights/how-to-respond-to-comments-by-peer-reviewers>

*This web page also reviews much of what you have learned and adds good points about resubmitting articles. “Top 10 Tips for Responding to Reviewer and Editor Comments”* <http://www.clinchem.org/content/57/4/551.full>

## Samples of Reviewers' Comments

Adapted from: *Navigating Academia: Writing Supporting Genres* by John M. Swales and Christine B. Feak. Michigan: The University of Michigan Press, 2011 p. 68.

These are four possible responses that you might receive from your reviewers:

Reviewer A:

“Your suggestions are neither practical nor justifiable. You need to change this and base your recommendations on more solid evidence.”

Reviewer B:

“The recommendations are weak.”

Reviewer C:

Your recommendations are interesting, but you need to improve them so that they are more practical and justifiable.”

Reviewer D:

Your recommendations are irrelevant to your points.

## **Samples of Authors' Responses**

Adapted from: *Navigating Academia: Writing Supporting Genres* by John M. Swales and Christine B. Feak. Michigan: The University of Michigan Press, 2011 p. 68.

**Which of the following four responses by the author do you prefer and why?**

1. I disagree with your feedback will withdraw the paper and resubmit it to another journal.
2. You are essentially missing the point. My recommendations are not to contribute to the practical aspect of grading students' writing, but to throw ideas on some possibilities to reduce subjectivity in grading students' writing.
3. I have integrated your feedback in the article and indicated how I have done this.
4. My recommendations are based on Harmer's (1998) opinions about reducing subjectivity in grading student's writing. I don't really understand why you think they are not justifiable.

## Academic writing style: Hedging

- |                          |  |
|--------------------------|--|
| 1. Introductory verbs:   | e.g. seem, tend, look like, appear to be, think, believe, doubt, be sure, indicate, suggest              |
| 2. Certain lexical verbs | e.g. believe, assume, suggest  |
| 3. Certain modal verbs:  | e.g. will, must, would, may, might, could  |
| 4. Adverbs of frequency  | e.g. often, sometimes, usually   |
| 4. Modal adverbs         | e.g. certainly, definitely, clearly, probably, possibly, perhaps, conceivably,                           |
| 5. Modal adjectives      | e.g. certain, definite, clear, probable, possible  |
| 6. Modal nouns           | e.g. assumption, possibility, probability  |
| 7. That clauses          | e.g. It could be the case that .<br>e.g. It might be suggested that .<br>e.g. There is every hope that . |
| 8. To-clause + adjective | e.g. It may be possible to obtain .<br>e.g. It is important to develop .<br>e.g. It is useful to study . |

### Identify the hedging expressions in the following sentences.

1. There is no difficulty in explaining how a structure such as an eye or a feather contributes to survival and reproduction; the difficulty is in thinking of a series of steps by which it could have arisen.
2. For example, it is possible to see that in January this person weighed 60.8 kg for eight days,
3. For example, it may be necessary for the spider to leave the branch on which it is standing, climb up the stem, and walk out along another branch.
4. *Escherichia coli* , when found in conjunction with urethritis, often indicate infection higher in the urogenital tract.
5. There is experimental work to show that a week or ten days may not be long enough and a fortnight to three weeks is probably the best theoretical period.
6. Conceivably, different forms, changing at different rates and showing contrasting combinations of characteristics, were present in different areas.
7. One possibility is that generalized latent inhibition is likely to be weaker than that produced by pre-exposure to the CS itself and thus is more likely to be susceptible to the effect of the long interval.
8. For our present purpose, it is useful to distinguish two kinds of chemical reaction, according to whether the reaction releases energy or requires it.
9. It appears to establish three categories: the first contains wordings generally agreed to be acceptable, the second wordings which appear to have been at some time problematic but are now acceptable, and the third wordings which remain inadmissible.

<http://www.uefap.com/writing/exercise/feature/hedgeex.htm>

## Authors' Response to the Review Comments

**Journal:** ASCE Journal of Transportation Engineering

**Title of Paper:** LOCATING URBAN TRANSIT HUBS: A MULTI-CRITERIA MODEL AND CASE STUDY IN CHINA

**Authors:** Jie Yu; Yue Liu; Gang-Len Chang; Wanjing Ma; Xiaoguang Yang

**Date Sent:** Aug 30, 2010

We **appreciate** the time and efforts by the editor and referees in reviewing this manuscript. We **have addressed all issues** indicated in the review report, and believed that the revised version **can meet** the journal publication requirements.

### **Comment 1:**

*In this paper the authors present a set of six criteria that they consider to be related to transit hub location. With the exception of criteria 3 and 4, **they offer very little justification** for selecting them, relative to the literature or state of practice. In their present form, **the remaining four criteria appear to have been chosen somewhat arbitrarily, or as found convenient to the authors. The authors should address this issue in their final draft.***

### **Response:**

We **greatly appreciate** the reviewer's efforts to carefully review the paper and the valuable suggestions offered. **As suggested** by the reviewer, we **have added references** correspondingly to justify the selection of some criteria used in this study. Please refer to page 5-7 in the revised manuscript. We **admit** that some criteria, for example the transfer intensity and developability **deserve further rigorous research**. Since this research focuses on developing a multi-criteria ranking model rather than selecting and comparing different evaluation criteria, **we will leave the investigation of the impact of different evaluation criteria** on the model performance in our next-step research definitely. **Please note** that the proposed ranking model is generic and has the flexibility to accommodate any new sets of criteria.



### ***Comment 2:***

*In steps 2 and 3, the authors present the framework for determining  $a_{ij}$ ,  $w_i$  and  $w_j$ , and in step 4, they show how the weights are utilized in determining the final scores. **But they do not discuss what information they needed to compute these weights for the case study. They should clarify this.***

### ***Response:***

Thanks for the comments. **Please note that the information needed to compute the weights can be obtained by solving the proposed non-linear optimization model (Eq. 12-16).** On page 14, step 3 shows the results of the model solution, and all relevant information is listed in Table 3. **In the revised manuscript, we have also added** a diagram (Fig. 2) to show the data flow in the entire model application process.

### ***Comment 3:***

*For the sake of brevity, this reviewer suggests that Table 3 can be completely eliminated, because Table 3 does not have any information that is not there in Table 4.*

### ***Response:***

**Thanks for the suggestion.** We have **eliminated** table 3 in the revised manuscript.

### ***Comment 4:***

*Under "Transfer Intensity" **explain** how the base intensity is obtained*

### ***Response:***

**Thanks for the insightful comment.** The base intensity is suggested by the China Urban Road Transportation Planning and Design Standard (1995). One can determine its value depending on the size, population, and land use of the study area.

**Comment 5:** *I would recommend that the authors proofread the paper to correct several awkward expressions; these are largely contained to the first section of the paper*

**Response:**

We greatly appreciate the reviewer's efforts and have **performed** a careful editing work.

**Comment 6:**

*When generating evaluation criteria, the authors propose to use a flow-weighted metric for efficiency, intensity and proximity. For the land criteria - homogeneity, compatibility, and developability (which are awkward titles), the authors choose not to weight these criteria by flow. It seems that **these criteria should be equally sensitive** to passenger volumes as the previous three. Some explanation of why the flow weightings are used in some cases, but not in others would be helpful.*

**Response:**

**Thanks for the suggestion. Please note that** his study is not the first to design those land criteria. The definitions of homogeneity and developability can be referred to the following paper and are not sensitive to passenger volumes.

## Handout 5

Adapted from *Navigating Academia: Writing Supporting Genres* by John M. Swales and Christine B. Feak. Michigan: The University of Michigan Press, 2011 p. 69.

This is a response that you received from a reviewer. How would you response to it?

The weakness of this article lies in the absence of theory about writing, writing development and writing instruction. In what way could (cognitive, social, developmental) writing research benefit from the insight acquired by corpus analysis?

- A. You agree to integrate the feedback in your article.
- B. You disagree to integrate the feedback in your article.

# ENGLISH LANGUAGE PROGRAMS

*The World is  
Your Classroom*

## Keep Calm and Respond to Editors' Reviews

Sisilia Halimi

Samar Aal

Universitas Indonesia



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## Goal

By the end of this workshop, the participants will be able to respond professionally and effectively to reviewers' comments.

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# Objectives

By the end of this workshop the participants will be able to:

1. Understand the review process.
2. Use politeness strategies.
3. Respond to reviewers' comments by expressing their stand clearly.

# Reviewer's Responses

What are possible responses you might receive from a reviewer?

## Reviewer's Responses

There are **three** possible responses that you might receive from a reviewer:

1. **Accept.**
2. **Review and resubmit.**
3. **Reject.**

*This workshop will help you deal with the second response*



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## The Stages of the Review process for International Publication

1. Discuss in small groups what stages are involved in the review process.
2. Choose one member of the group to present the results of the discussion.

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## The Stages of the Review Process

### **The stages usually are:**

**Stage 1:** An initial evaluation from the editor.

**Stage 2:** The paper could be sent to reviewers.

**Stage 3:** The editor will send the reviewer's response

**Stage 4:** You revise the paper and send it back.

**Stage 5:** The paper is reviewed again.

**Stage 6:** The editor sends you a final decision.

## Samples of Reviewers' Comments

In small groups, read four comments by reviewers  
and decide which one you prefer to receive and  
why. Handout 1

## How to React to Comments

1. Do not overreact to Criticism.
2. Think of the long term project.
3. Keep your eyes on the big picture.

## Some General Rules

1. Thank the reviewer for their time and suggestions.
2. Read the comments objectively and pay attention to details.
3. Respond to every comment whether you make suggested changes or not.
4. Provide well-reasoned arguments.
5. Watch your tone.



## Samples of Authors' Responses

Which of the following four responses by the author do you prefer and why?

Handout 2

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## Samples of Authors' Responses

1. I disagree with your feedback will withdraw the paper and resubmit it to another journal.
2. You are essentially missing the point. My recommendations are not to contribute to the practical aspect of grading students' writing, but to throw ideas on some possibilities to reduce subjectivity in grading students' writing.

Adapted from: *Navigating Academia: Writing Supporting Genres* by John M. Swales and Christine B. Feak. Michigan: The University of Michigan Press, 2011 p. 68.

## Samples of Authors' Responses

3. I have integrated your feedback in the article and indicated how I have done this.
4. My recommendations are based on Harmer's (1998) opinions about reducing subjectivity in grading student's writing. I don't really understand why you think they are not justifiable

Adapted from: Navigating Academia: Writing Supporting Genres by John M. Swales and Christine B. Feak, Michigan: The University of Michigan Press, 2011 p. 68.

## Politeness Strategies

### Examine these pair of sentences:

- 1.a. It is better for you to use fewer resources.  
b. It could be a good idea to use fewer resources.
- 2.a. You missed the main point.  
b. It might be possible that you could have missed the main point.

## Hedging as a Politeness Strategy

- **Hedging is** an important part of polite conversation.
- It makes what we say **less direct**.
- The most common forms of **hedging** involve tense and aspect, modal expressions including modal verbs and adverbs.

## Hedging as a Politeness Strategy

### By hedging, authors:

- Tone down their statements in order to reduce the risk of opposition
- Indicate to their readers that do not claim to have the final word on the subject
- Build writer-reader (speaker/listener) relationships and guarantees a certain level of acceptability

**A certain degree of hedging has become conventionalized; hedging now functions to conform to an established writing style in English.**

|                          |  |
|--------------------------|--|
| 1. Introductory verbs:   | seem, tend, look like, appear to be, think, believe, doubt, be sure, indicate, suggest |
| 2. Certain lexical verbs | believe, assume, suggest   |
| 3. Certain modal verbs:  | will, must, would, may, might, could   |
| 4. Adverbs of frequency  | often, sometimes, usually  |
| 4. Modal adverbs         | certainly, definitely, clearly, probably, possibly, perhaps,                           |
| 5. Modal adjectives      | certain, definite, clear, probable, possible   |
| 6. Modal nouns           | assumption, possibility, probability   |
| 7. That clauses          | It could be the case that, It might be suggested that .<br>There is every hope that .  |
| 8. To-clause + adjective | It may be possible to obtain, It is important to develop .<br>It is useful to study .  |

## Hedging as a Politeness Strategy

Work in pairs to do the exercise on hedging Handout 3

## Writing a Response

- Examine the sample responses by authors and notice the tone and the politeness strategies used to respond to reviewers comments.

• Handout 4

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## Writing a Response Cont.

- Read handout 5 carefully and write two responses:
  1. You agree to integrate the feedback from the reviewer to your article.
  2. You disagree to integrate the feedback from the reviewer to your article.

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## Writing a Response (cont.)

- Do a peer-review: Exchange your writing and provide feedback on your friends' writing.
- Revise your writing by paying attention to your friends' feedback.



## Conclusion

- Keep calm
- Don't overreact
- Think of long term prospects
- Do not be afraid of expressing your standing ground in responding to reviewers' comments
- Use politeness strategies to respond to reviewers' comments





## **Contributors**

### **Samar Aal**

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Samar Aal is an English Language Fellow teaching for the third year at University of Indonesia , Jakarta. She holds a Masters degree in TESOL from Hunter College, City University of New York. She has been teaching ESL students for 15 years. She has also been teaching the TOEFL iBT for the last 9 years and is a certified TOEFL rater. Before coming to Indonesia, she was an adjunct lecturer at City University of New York. She has presented in several conferences and organized educational events.

### **Joanie Andruss**

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Joanie Andruss is currently an English Language Fellow at Universidade Nacional Timor Lorosa'e in Dili, Timor-Leste. Her passion for teacher training, cultural and environmental literacy, social justice, and teaching English as a Foreign Language has led her on a zigzagged path across the globe. Her past experiences include teaching at Boise State University's Intensive English Program, a Fulbright Teaching Fellowship at the University of Montenegro, conducting participatory research for sustainability awareness in Macedonia, developing a cross-cultural study abroad program in Samoa for pre-service teachers, and conducting qualitative research on the transformative impact of cross-cultural exchanges. Joanie holds a M.Ed in Transformative Education for Global Consciousness from Lesley University.

### **Marcela Angel**

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Marcela is a versatile instructor with over 10 years of experience teaching a variety of subjects to students of different ages and backgrounds. After receiving a double Master's degree in TESOL and Spanish from Southern Illinois University in Carbondale, Illinois, Marcela served as a volunteer teacher for WorldTeach in rural Guyana, South America, where she taught integrated science and art to middle school students. She has also taught elementary Spanish to college students at Tennessee Tech University and SIUC, developed and implemented ESL community classes at a community center in Carbondale, IL, and worked as a lecturer for the Center for English as a Second Language at SIUC. Marcela currently serves as an English Language Fellow, teaching at Universitas Mataram in Lombok Island, Indonesia.



**Jeremy Beal**

MA TESOL (Biola University)  
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Jeremy Beal is a guest instructor in the English department of Sam Ratulangi University in Manado, Indonesia, sponsored by the U.S. Department of State's English Language Fellow Program. His work as a Fellow includes curriculum and materials development, pre-service and in-service teacher training, and English language teaching at both his host institution and throughout Indonesia. No stranger to Indonesia, Mr. Beal previously taught English classes in Central and East Java, where he discovered his passion for language learning and crossing cultures. In the United States, he has taught at California State Polytechnic University, Pomona, where he trained university-bound students in the intensive English program and assisted in the planning and management of short-term English camp programs. Mr. Beal holds an MA in TESOL from Biola University in La Mirada, California.

**Alicia Brill**

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Alicia Brill grew up on a dairy farm north of Seattle, Washington. Her high school German teacher first helped her to develop a passion for language learning, cultural diversity, and foreign travel. She graduated with her Bachelor's degree in Political Science and International Relations from Carroll College in Helena, Montana. She then completed a study abroad with her husband at Al Akhawayn University in Ifrane, Morocco. In Morocco, she met English as a Second Language teachers for the first time and became interested in the ESL teaching profession: a blending of language, cultural exchange, and travel. She completed her Master's degree in Teaching English to Speakers of Other Languages from the Middlebury Institute of International Studies at Monterey. Alicia taught for one year at Boise State University and has volunteered in a variety of ESL classrooms. When she's not teaching, Alicia and her husband are avid mountaineers who get out into the outdoors as often as possible.

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Elvis Fernandes Brites da Cruz has taught Educational Administration & Management, Teaching English as Foreign Language TEFL, Curriculum Inquiry, English Didactics, International Studies, History of Timor-Leste Education, and Basic Educational Policy at FEAH English Department since 2010. Previously, he taught English for Specific Purposes (ESP) to the students of Agriculture and English for General Basic Subject to the students of Social and Political Science at UNTL from 2000 to 2007. In addition to teaching, Elvis also served as the Director of UNTL Academic Radio and Academic Weekly Newspaper, Director of English Language Center (ELC), and, most recently, as Director of UNTL, FEAH English Department.

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Fabio de Oliveira Coelho is a linguist and bilingual educator. He is primarily interested in issues of language, education, and policy affecting bilingual and multilingual language users and communities around the world. Fabio worked as a writing specialist at the San Jose State University (SJSU) Writing Center while obtaining his MA degree in Linguistics, and prior to that he also taught English as a Foreign Language in Brazil for over six years. Since 2008, Fabio has been working with a team from SJSU to assist a Nicaraguan organization in designing culturally responsive practices for their high school English curriculum. Recently he has also worked as an English Language Specialist and teacher trainer in Guinea-Bissau. Before coming to Indonesia, Fabio worked as a bilingual teacher in the San José Unified School District in California. In Indonesia, he now serves as an English Language Fellow.

**Angela M. Dadak**

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Angela M. Dadak is the second language writing specialist for the Department of Literature at American University, where she works with faculty and their multilingual students in the College Writing Program, instructs consultants at the Writing Center, and teaches courses on writing and cross-cultural adaptation. Her research interests include faculty development, academic literacy, intercultural communication, second language writing, and online writing course environments. She taught in the IEP at Georgetown University, high-school EFL in Poland, and ESP in Peru. She is a member of TESOL, NCTE, and serves as co-chair of the Committee on Second Language Writing for the Conference on College Composition and Communication.

**Alfredo Gaona**

MA TESOL (California State University)  
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Alfredo Gaona is an English Language Fellow serving as an instructor at the Teacher Training and Education Department at Tanjungpura University in Pontianak, Indonesia. Mr. Gaona received his MA TESOL and TESOL certificate from California State University Stanislaus in 2013. He is currently enrolled in a single subject English credential and M.ED Program with an expected completion date of early 2016. Prior to his current position at the university, Mr. Gaona has worked as a secondary school instructor at local and international schools in California, South Korea, and Singapore and he has also worked at Japanese universities as well. Alfredo Gaona has been an educator for over seven years. Mr. Gaona is a member of TESOL international association and has a professional research interest in language maintenance, language acquisition, dual immersion programs, and bilingual education.

**Sisilia S. Halimi**

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Sisilia S. Halimi is a senior lecturer in the Department of Linguistics, Faculty of Humanities, Universitas Indonesia. She earned her B.A. in linguistics from Universitas Indonesia, her M.A. in English Language Teaching (ELT) from the University of Warwick, U.K. and her Ph.D. in ELT from La Trobe University, Australia. Her field of interests includes Language Assessment, English for Specific Purposes and Teacher Education, and she has facilitated teacher training workshops on various ELT topics. She has been an active member of the Association of Teaching English as a Foreign Language in Indonesia (TEFLIN) since 2003 and is now its Vice President.

**Sheridan Honore**

MA Education w/ TESOL specialization (The City College of New York)  
Universitas Muhammadiyah Sumatera Utara, Medan

Sheridan Francis Honore taught English as a Second Language to New York City public high school students for 12 years before becoming an English Language Fellow in Indonesia. A graduate of Michigan State University, The Ohio State University and The City College of New York, he has graduate degrees in journalism and education with a specialization in TESOL. Prior to a career in teaching, he spent 12 years writing television news in Detroit, Michigan and New York City. Sheridan is a native New Yorker. When he isn't teaching, he enjoys reading, yoga and movies.

**Leah Karels**

MA American Studies (University of Heidelberg)  
Hasanuddin University, Makassar

Leah Karels is the English Language Fellow for Hasanuddin University in Makassar. Originally from a very small town in Minnesota, Leah received her BA in American Studies from Carleton College. There, she also worked as a rhetoric assistant at writing workshops for incoming students. She devoted the next six years to living and teaching in diverse communities across three continents. After teaching English as a Second Language at academic institutions in Argentina, Brazil, and South Korea, Leah spent a year as an instructor at the University of Lisbon in Portugal with a Fulbright Fellowship. Her Fulbright post also allowed her to assist students with their applications to American universities. She continued to teach ESL students while earning an MA in American Studies from the University of Heidelberg in Germany. Outside of the classroom, Leah enjoys running outside, reading novels, and learning new languages.

**Christian Albert Lewier**  
MA TESOL (Flinders University)  
Universitas Pattimura, Ambon

Christian Albert Lewier is now teaching at English Study Program at Pattimura University, Ambon. He holds a Master degree in TESOL from Flinders University, in Adelaide Australia. He has been teaching EFL students for ten years. His past experiences include teaching elementary and high school students and worked with NGO's in education sector. He presented papers in couple of seminars and conferences. He organized several workshops and seminars, and had chaired an International seminar committee in 2015. Apart from teaching he also conducts interpreting and translating activities.

**Casey Moorman**  
M.Ed. Reading Education (Florida Gulf Coast University)  
Institute Pertanian, Bogor

Casey Moorman is an English as a Second Language (ESOL) Specialist from Fort Myers, Florida. She received her Bachelor's degree in Special Education with an ESOL Endorsement and a Master's degree in Reading Education from Florida Gulf Coast University in Fort Myers, Florida. She taught English in an impoverished, rural community in Florida for four years before she decided to move abroad to teach in Shanghai, China. She returned to the United States to complete her graduate degree and continued to teach English. She worked with secondary students during the day and adult learners at night. She was recently awarded as the FGCU Alumni Soaring Eagle of the Year 2014- 2015 for the College of Education. Ms. Moorman was also recognized as a 2014-2015 Golden Apple Finalist, a prestigious award for excellence in teaching. She is currently looking forward to working with the Institut Pertanian Bogor (IPB) in Bogor, Indonesia.

**Ingrid Nauman**  
MA Teaching, Learning, and Teacher Education (University of Nebraska-Lincoln)  
Sebasa Polri, Jakarta

Ingrid Nauman is a second-career teacher who has just completed a Masters degree in Teaching, Learning and Teacher Education while continuing to work toward a U.S. teaching certification. She is a writer and story-teller with a two-year mastery experience in global education. After six years in a fast-paced, star-studded writing career in Philadelphia's advertising world, she abandoned her office with a view of Rittenhouse Square for a classroom with a view of the Pacific Ocean. As a Peace Corps Volunteer, she spent two years teaching at a secondary-level all-girls boarding school in Micronesia. And loved every minute. She has spent the last two years earning a Master's degree and ELL endorsement in her hometown at the University of Nebraska-Lincoln, and now is looking forward to her next adventure in Indonesia!

**Jenny H. Pakasi**

MA Applied Language Studies (Carleton University)  
Universitas Sam Ratulangi, Manado

Jenny Hilda Pakasi holds a doctorate degree from the Linguistics Study Program of Sam Ratulangi University in Manado, Indonesia, an MA in Applied Language Studies from Carleton University in Ottawa, Canada, and a TESL Diploma from Victoria University in Wellington, New Zealand. She currently teaches at the Faculty of Humanities of Sam Ratulangi University, as well as in the Postgraduate Linguistic Study Program. She has presented papers nationally as well as internationally, and is a writer of the textbook *Via Environmental Studies, Green Lessons for the English Classroom* published by Grasindo P.T. Gramedia Widiasarana Indonesia.

**Andjarwati Sadik**

Postgrad. Dip. TEFL; PhD Linguistics (Sydney University)  
Hasanuddin University, Makassar

Andjarwati Sadik is a lecturer at English department Faculty of Letters Hasanuddin University, Makassar, Indonesia. She received her Undergraduate degree in English from the university. Then, her TEFL and TESOL degree were obtained from Sydney University, Australia. She teaches macroskills and content subjects at the department. Besides, if she has time, she also teaches English for professionals. Teaching Indonesian language for non-native speakers is another job for her. Since 2010, she has been the Head of Language Centre Hasanuddin University, Makassar.

**Urai Salam**

PhD Virtual Education (Monash University)  
Universitas Tanjungpura, Pontianak

Urai Salam completed his BE in English Language Education and continued to Master of Computer-Assisted Language Learning in 2001 with the thesis titled "Learner autonomy in ProCALL (Project Oriented CALL) classes". In 2009 he obtained his Ph.D from Monash University Australia in Virtual Education. His dissertation focused on "students' participation in virtual learning environment". In early 2009 he returned to his work at the University of Tanjungpura Pontianak and began teaching subjects like ICT Teaching Learning, ELT-Multimedia, Technology-Enhanced Language Learning, and Research in ELT. Now he is the Head of English Department of Education Faculty of Universitas Tanjungpura.

**Lusi Susanti**

PhD Eng Environment and Life Engineering (Toyohashi University of Technology)  
Andalas University, Padang

Lusi Susanti has worked for 9 years as a lecturer in the Department of Industrial Engineering at Andalas University. She completed her bachelor's degree in Industrial Engineering from Andalas and her master and doctoral degrees in Environment and Life Engineering from Toyohashi University of Technology in Japan. She returned to Andalas to work as an educator. During her travels to more than 10 countries, she found that English is a very useful communication tool in a global community. In 2013, she initiated a program in her department, offering engineering lessons in English to help prepare her students for their academic and professional careers.

**Sean Stellfox**

MA TESOL (University of Delaware)  
Universitas Islam Indonesia, Jogjakarta

Sean Stellfox is an English Language Fellow from Wilmington, Delaware. He began his teaching career in 2006, where he taught adult literacy at Delaware Technical and Community College. Sean received a Masters degree in Teaching English as a Second Language in 2010, and taught at the University of Delaware's English Language Institute (ELI). While teaching at the ELI, Sean held the administration position of Orientation Coordinator where he actively assisted students with their transition to living and studying in the United States. Then in 2014, Sean became an English Language Fellow at Universitas Islam Indonesia in Jogjakarta where he teaches first year students English for Academic Purposes, leadership skills, and critical thinking as he prepares his students for their academic and professional careers.

**Sultan Stover**

MA International Teaching and Education (Framingham State University)  
UNPATTI, Ambon

Sultan Stover was born in San Jose California, and for the past 20 years has lived and taught English throughout Central America, South America, Europe and now Indonesia. A graduate of Framingham State University, he has a Masters degree in International Teaching and Education, and has published three books about reading, writing and speech communication for the ESL classroom. Formerly an Adjunct Lecturer at St. Joseph's College, and an Academic Adviser / ESL teacher for Zoni Language Group International, both located in New York City, Sultan has had extensive hands-on experience in the field of ESL and Education. Sultan is currently an English Language Fellow at UNPATTI, in Ambon Indonesia. His philosophy and motto is "Education is the greatest resource for empowerment."

**Hesti Sulistyowati**

English (Diponegoro University)  
Bogor Agricultural University, Bogor

Hesti Sulistyowati was born in Semarang, graduated from Diponegoro University majoring in English Literature in 2000, and now works at Bogor Agricultural University in the Child Development Division under the Faculty of Human Ecology, Department of Family and Science. She teaches English for diploma, bachelor and post graduate programs as well as for non-academic programs in the IPB Language Center such as TOEFL, IELTS, conversation, and academic. She has been the chairman of the English lab at the Language Center since June 2015. Besides teaching, she sometimes helps in Career Development and Alumni Affairs at Bogor Agricultural University to test and interview prospective employees of Bank Rakyat Indonesia.

**Rebecca Taylor**

MA Journalism (University of Oregon) w/TESOL Certification (Seattle University)  
Universitas Airlangga, Surabaya

Before Rebecca Taylor became an English Language Fellow at UNAIR, she taught intensive English and college writing to international students at Edmonds Community College in Washington State. She also worked in test production and assessment at Seoul National University and was a newspaper editor at The Seattle Times before changing careers to education. She has taught English in Korea, the Cook Islands, and various locations in the United States. When she isn't teaching or grading essays, Rebecca enjoys learning new languages, taking photos, reading, hiking, and traveling.

**Ashley Valentini**

MAT ESL (Salem State University)  
Sekolah Bahasa Polri, Jakarta

Ashley Valentini is an experienced educator and a life-long linguist from Massachusetts. She has been a language instructor for over 14 years and specializes in developing educational programs for adults that promote language acquisition, acculturation, and intercultural communication. She holds a BFA in Writing from Green Mountain College and an MAT in ESL from Salem State University. She speaks English, Italian, Spanish, and Japanese, and she has taught in Italy, Spain, Japan, and the USA. Ashley has managed programs, written grants, and taught in the non-profit sector in and around Boston. In her free time, Ashley can be found on the slopes or in the surf.

